Surrey School District's

Inner City Early Learning Support Initiative

Surrey Schools
LEADERSHIP IN LEARNING

SD 36 | Research & Evaluation Department

Final Evaluation Report
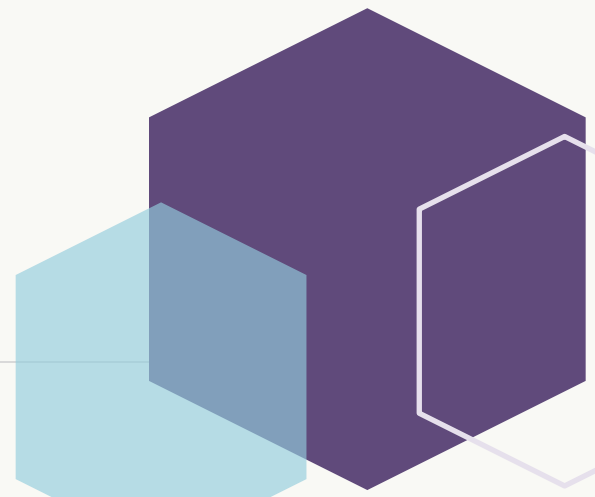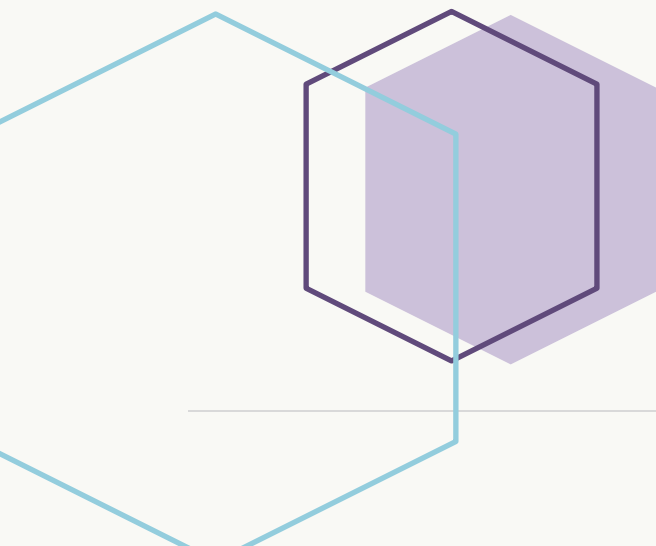
A MESSAGE FROM SURREY SCHOOLS

Surrey Schools is located on the traditional, ancestral, and unceded territory of the Katzie, Kwan-tlen, Semiahmoo and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 75,000 children in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through implementation of evidence-informed practices that enhance student learning, inclusivity and equity of outcomes. We welcome and honour diversity while supporting students' holistic growth —mind, body and heart—a commitment captured in our welcome video, Éy swayel / Bienvenue / Welcome to Surrey Schools.

Click to watch our welcome video, **Éy swayel / Bienvenue / Welcome to Surrey Schools**.

TITLE: Evaluation of the Surrey School's Inner City Early Learning Initiative

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Executive Summary

Overview of the Evaluation Reflectionnaires

This report provides the results of the evaluation of the Inner City Early Learning initiative, primarily drawn from data gathered through the administration of Inner City Early Learning Reflectionnaires (Early Learning Teacher and Classroom Teacher Versions). Approximately 38 Early Learning and Classroom Teachers completed reflectionnaires and were analyzed.

The 20-item survey includes a mix of quantitative Likert scale and open-ended questions and statements with the objective of gathering information regarding participant' beliefs in the following areas:

> ➤ Purpose of the initiative;

> ➤ What initiative activities looked like in the classroom; and

> ➤ Initiative effectiveness and impacts since moving online.

> ➤ Effectiveness of the initiative to:

>> o Establish positive relationships, including with *at promise* students;

>> o Collaborate to co-plan and co-teach to support *at promise* students' literacy and numeracy development;

>> o Effectively problem solve in a collaborative way to support *at promise* students' literacy and numeracy development;

>> o Effectively plan, assess, and build competencies;

>> o Meeting the needs of *at promise* students; and

>> o Improve the literacy and numeracy skills and outcomes of *at promise* students.

Data was split into three groups and analyzed. The first grouping included Early Literacy Teachers, Early Numeracy Teachers, and Classroom Teachers. The second grouping included Early Literacy Teachers and Classroom Teachers who responded to the literacy portion of the reflectionnaire. The third grouping included Early Numeracy Teachers and Classroom Teachers who responded to the numeracy portion of the reflectionnaire. Below is a summary of results.

Initiative Purpose and What Activities Look Like In the Classroom

Participants were asked to describe the purpose of the initiative, who the initiative targets, and their experiences transitioning to an online format. The following is a breakdown of the responses by all participant groups:

Participants in the evaluation were asked to identify which student population the initiative was targeted towards. The majority participants who discussed the purpose of the initiative identified either *all students* or *all students, especially at promise students* as the target of the initiative.

Initiative Targets All Students	Initiative Targets All Students, Especially *At Promise* Students	Initiative Targets *At Promise* Students
50%	*19%*	*31%*

Participants were asked how initiative activities look like in the classroom. The majority of mentions were related to Learning and Support for Students (82%), while a smaller portion of mentions were related to Resources, Collaboration Time, and Instruction Support for Classroom Teachers (18%).

Theme	Activities	Percentage
Learning and Support for Students	➢ *Small and mixed group instruction and activities*	*20%*
	➢ *Targeted, differentiated, and one-to-one instruction and activities*	*18%*
	➢ *Whole group and general instruction and activities*	*16.5%*
	➢ *Story and writing workshops*	*12.5%*
	➢ *Literacy stations*	*10%*
	➢ *Guided reading, read aloud, and reading response activities*	*5%*
Resources, Collaboration Time, and Instruction Support for Classroom Teachers	➢ *Assessment, collaboration, planning, and modelling of instruction*	*11%*
	➢ *Provide co-teaching activities*	*7%*

Successes and Challenges Transitioning the Initiative Online

Participants were asked how the initiative had changed, if at all, since moving online. Overall, nearly six in ten (58%) participants indicated that there was continued effectiveness. About four in ten (42%) identified challenges or had varying success with continuing the effectiveness of the initiative in an online format.

Successes and challenges identified included: 1) effectiveness of collaboration (48%); 2) impact on attitudes and engagement (14%); 3) providing additional experience, knowledge, and resources (31.5%); and 4) providing additional time and support (6.5%).

Approximately four in ten (40%) participants indicated that there continued to be *effective collaboration* (33.5%) when the initiative transitioned to an online format and the initiative continued to have a *positive impact on attitudes and engagement among students* (6.5%).

About two in ten (18%) participants indicated that the initiative was successful in *providing additional experience, knowledge, and resources* (9%) and *additional time and support* (15%) since moving online.

However, there were challenges and varying successes moving to an online format. About four in ten (42%) of the responses either identified collaboration challenges (33.5%) with the online format or had varying success (8.5%).

Nearly three in ten (27.5%) participants identified challenges or had varying successes with *providing additional experience, knowledge, and resources* (5%) and *additional time and support* (22.5%) as part of the online format.

Establishing Positive Relationships

Participants were asked to rate their level of agreement on a series of statements related to the initiative supporting relationship building between Early Learning Teachers, Classroom Teachers, and students. A summary of results is provided below.

The majority of participants agreed the initiative was successful in supporting participants in establishing positive relationships.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
93% Agreed	*82% Agreed*	*90% Agreed*

The majority of participants agreed the initiative was successful in establishing positive relationships with *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
93% Agreed	**82% Agreed**	**92% Agreed**

The majority of participants agreed the initiative was successful in supporting collaboration to co-plan to support *at promise* students' literacy and numeracy development.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89.5% Agreed	**82% Agreed**	**89% Agreed**

The majority of participants agreed the initiative was successful in supporting collaboration to co-teach to support *at promise* students' literacy and numeracy development.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89.5% Agreed	**73% Agreed**	**87% Agreed**

The majority of participants agreed the initiative was successful in supporting collaboration to effectively problem solve to support *at promise* students' literacy and numeracy development.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89.5% Agreed	**82% Agreed**	**86% Agreed**

Effectively Planning, Assessing, and Building Competencies

Participants were asked to rate their level of agreement on a series of statements related to the initiative supporting effective planning, assessment, and competence building. A summary of results is provided below.

The majority of participants agreed the initiative was successful in embedding school district' Priority Practices into the curriculum.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
100% Agreed	*89% Agreed*	*97% Agreed*

The majority of participants agreed the initiative was successful in implementing best practices in teaching literacy and numeracy competencies.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
100% Agreed	*90% Agreed*	*97% Agreed*

The majority of participants agreed the initiative was successful in supporting participants to develop a greater understanding of the curricular competencies within the BC redesigned curriculum.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
84% Agreed	*80% Agreed*	*83.5% Agreed*

The majority of participants agreed the initiative was successful in supporting participants to increase planning around the curricular competencies within the BC redesigned curriculum.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
84% Agreed	*70% Agreed*	*80% Agreed*

The majority of participants agreed the initiative was successful in supporting participants to strategically group *at promise* students to maximize their learning.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89% Agreed	**90% Agreed**	**89% Agreed**

Initiative was successful in supporting participants to assume a strength-based, growth mindset approach when supporting *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
96.5% Agreed	**80% Agreed**	**92% Agreed**

The majority of participants agreed the initiative was successful in increasing their utilization of meaningful and appropriate assessment strategies.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
100% Agreed	**80% Agreed**	**94% Agreed**

The majority of participants agreed the initiative was successful in improving their leadership capacity (e.g., Sharing learning with colleagues, through Pro-D opportunities).

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
88% Agreed	**70% Agreed**	**83% Agreed**

Supporting the Needs of *At Promise* Students

Participants were asked to rate their level of agreement on a series of statements related to the initiative supporting the development of students' literacy and numeracy skills. A summary of results is provided below.

The majority of participants agreed the initiative was successful in supporting them to ensure *at promise* students are receiving an appropriate amount (i.e., intensity) of instructional time that focuses on early literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
96% Agreed	*70% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful in supporting them to ensure *at promise* students who are most in need are being prioritized for additional literacy and numeracy support.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
96% Agreed	*70% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful in supporting them to identify where *at promise* students' are at in their literacy and numeracy development in order to meet their needs.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
96% Agreed	*80% Agreed*	*92.5% Agreed*

The majority of participants agreed the initiative was successful in ensuring appropriate early literacy and numeracy supports and resources are available and being used to meet the needs of *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
96% Agreed	*90% Agreed*	*95% Agreed*

The majority of participants agreed the initiative was successful in supporting them in being flexible and careful in their scheduling to meet the needs of *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
88.5% Agreed	*88.5% Agreed*	*89% Agreed*

Achieving Outcomes of *At Promise* Students

Participants were asked to rate their level of agreement on a series of statements related to the initiative achieving its objectives of improving students' understanding and utilization of literacy and numeracy skills. A summary of results is provided below.

The majority of participants agreed the initiative was successful as *at promise* students have made improvements in their understanding of literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
92% Agreed	*80% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are better able to communicate their understanding of literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
92% Agreed	*80% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are better able to apply their literacy and numeracy skills (e.g., process, analyze, and problem solve).

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
88.5% Agreed	*80% Agreed*	*86% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are more engaged in literacy and numeracy activities.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
92% Agreed	*89% Agreed*	*91% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are better positioned to reach their full potential in their literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
88.5% Agreed	*80% Agreed*	*86% Agreed*

Recommendations

The following is a list of recommendations for building upon current efforts and results of the Inner City Early Learning initiative. Recommendations are based on a combination of participant-provided recommendations and analysis of reflectionnaires gathered from participants.

1. Continue to message and raise awareness of the targets of the initiative to ensure the purpose and objectives of the initiative are understood and at promise students are the primary focus of early learning supports.

2. Continue to support collaborative efforts between Early Learning Teachers and Classroom Teachers and identify strategies and resources that takes into account the increase in online instruction (e.g., Professional Development workshops, information and learning sharing sessions).

3. Identify opportunities to expand the numeracy supports offered to meet the needs of at promise students identified by Classroom Teachers.

4. Explore and implement alternative program delivery models and activities that would maximize the resources the initiative offers, which necessarily includes: o Identifying and following best evidence, best practices that would enhance the impacts of the initiative on student' literacy and numeracy development;
   o Ensuring the intensity of the supports provided to make meaningful impacts are put in place (i.e., identifying the number of instructional hours per session and the number of sessions for each at promise student);

   o Developing tiers of at-promise students that prioritize those students in most need of early learning supports; o Explore or create opportunities for at promise students to receive early learning supports such as:
     ▪ Organizing peer literacy and numeracy support networks where at promise students receive additional support from older peers;
     ▪ Creating volunteer co-op positions that would simultaneously meet course or program requirements of adult learners and provide necessary supports for at promise students;
     ▪ Designing parent and family programs that supports at promise students' literacy and numeracy development.

5. Ensure assessments of student' learning and program impacts are being regularly conducted (e.g., administration ELPATS, iterative collection of data from Early Learning and Classroom Teachers).

1.0. Overview of Surrey School District's Education Services

1.1. EDUCATION SERVICES DEPARTMENTAL PHILOSOPHY

Surrey School District is dedicated to the promotion of inclusive, equitable and meaningful educational experiences for all students. To this end, the Surrey School District's Education Services team works collaboratively with school teams to create supportive, inclusive, and caring learning communities where all children can reach their full potential. Education Services endeavours to provide support to schools with programs and services spanning early learning through Grade 12. This support includes both direct and indirect support to school personnel and students, professional learning, and the provision of a wide-range of human and learning resources in schools.

Education Services believe: 1) embracing diversity as a fundamental value must be supported throughout public schooling; 2) all school district actions must support the primacy of the classroom environment; 3) quality professional learning is multi-faceted and is fundamental to improving student learning; 4) there is a broad-based need for the organization of public schooling to evolve in ways that are aligned, sustainable, and coherent; 5) resources can be used most effectively to enhance capacity when they are applied in response to analysis and understanding of school needs a systems analysis; 6) in a context where diversity is the norm, professional collaboration and shared responsibility is key; 7) developing professional capacity is critical in order to embrace diversity in public schooling; and, 8) focused priority should be placed on the earliest and least intrusive intervention that is embedded in a systems approach to educational design.

Some of the ways Education Services provide services and supports include: 1) Supporting and providing robust professional learning experiences to individuals and school teams; 2) focus on research-based teaching, learning and assessment in support of District Priority Practices; 3) assist administrators in supporting quality learning experiences in classrooms; and 6) review, provide, and support the implementation of quality learning resources.

1.2. QUALITY ASSESSMENT AND INSTRUCTIONAL STRATEGIES AS PRIORITY PRACTICES

Surrey School District knows that to build school and system-wide capacity that meets the needs of all learners, there must be an organized and collective effort to support innovation and professional learning. To this end, the District's Education Services combines research, innovation, and collaboration to support ongoing professional learning of staff throughout its schools.

The district supports inquiry-focused school planning with a view to identifying one or more areas for focus based on student learning and align with its four interrelated Priority Practices:

> ➤ Curriculum Design;

> ➤ Quality Assessment;

> ➤ Instructional Strategies; and

> ➤ Social and Emotional Learning.

PRINCIPLES OF QUALITY DESIGN

Assessment and instruction are interconnected. When designing a framework for quality assessment, it is important to build on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Quality assessment consists of both formative and summative assessment.

PRINCIPLES OF INSTRUCTIONAL STRATEGIES

Instructional strategies are carefully crafted by teachers to enrich learning experiences for all students. Effective instructional strategies are anchored by curriculum design and formative assessment practices that provide students with choice, voice, and ownership of their learning.

2.0. Overview of the Inner City Early Learning Support Initiative

The sections below provide an overview of the Inner City Early Learning Support (ICEL) initiative, as well as the goals, activities, and expected outcomes of the initiative.

2.1. GOALS AND ACTIVITIES OF THE INNER CITY EARLY LEARNING INITIATIVE

INITIATIVE GOALS

The vision of the Surrey School District and its Early Learning Early Support (ELS) Team is to provide additional support for the youngest learners to ensure their future success and lifelong learning. In that regard, the district continues to support a model of additional early literacy and numeracy support in Kindergarten and Grade 1 classrooms in inner city schools. Drawing upon research, the role of Early Literacy Teachers and Early Numeracy Teachers is to:

- ➢ Develop relationships with classroom teachers and students;

- ➢ Co-plan creative ways to support students' literacy and numeracy development;

- ➢ Co-teach with classroom teachers – small group structure;

- ➢ Provide an extra dose of best practice focused on oral language, phonological awareness, and reading development in literacy, and subitizing, decomposing, and patterning in numeracy;

- ➢ Assume a strength-based, growth mindset; and

- ➢ Assume an inquiry lens (e.g., *I wonder if?)*

INITIATIVE ACTIVITIES

The ICEL initiative includes Early Literacy Teachers and Early Numeracy Teachers who work collaboratively with classroom teachers to provide additional strategic, in-class support for *at promise* students. During the 2017-2018 academic year, approximately 26 schools received literacy support and 9 schools received numeracy support.

Quality literacy instruction spans all grades and all disciplines. It must be meaningful and requires explicit instruction in reading, writing and thinking that is specific to the subject area. It involves acquiring, processing and creating information for the purpose of making meaning and communicating understanding. The work of Early Literacy Teachers focuses on foundational elements including:

➢ Oral language

➢ Alphabetic principles

➢ Rhyme

➢ Blending and segmenting

➢ Syllabication

The work of Early Literacy Teachers supports this by collaborating with Kindergarten and Grade 1 teachers in designing curriculum that embeds the school district's Priority Practices, and working with teachers in the classroom to implement curriculum and literacy best practices.

Use of the district's Early Literacy Phonemic Awareness Test Surrey (ELPATS) in these classrooms help teachers identify learning gaps and plan instructional strategies to meet student needs and maximize learning.

Foundations in Learning: Literacy & Numeracy

Well designed lessons engage all students in rich learning opportunities, where students are doing mathematics and constructing their understanding. *Doing mathematics* is not simply about getting correct answers; rather, it is about the thinking that leads to those answers, or what to do when you don't know the answer. These are often referred to as *mathematical habits of mind*. The BC redesigned curriculum calls these curricular competencies.

The Early Numeracy Teachers work with classroom teachers to support their understanding of *mathematical habits of mind*. Teachers uncover their own beliefs about mathematics, engage in the *doing of mathematics*, explore competencies in mathematics and utilize meaningful assessment strategies. The work of Early Numeracy Teachers focuses on foundational elements including:

➢ Counting

➢ Decomposing numbers

➢ Patterning

➢ Subitizing

➢ Estimating.

In addition to the primary leadership initiative, one Kindergarten or Grade one teacher from each of the 26 inner city schools receives support to develop their leadership in numeracy foundations and share their learning with primary staff at their schools. A focus is placed on building on student strengths to develop stretches and supporting students to develop their communication competency to explain their thinking in mathematics.

Use of the district's 'What Do They Know' (WDTK Early Numeracy Assessment) in these classrooms help teachers identify learning gaps and plan instructional strategies to meet student needs and maximize learning. Results from both the ELPATS and the WDTK indicate a significant reduction of the number of Kindergarten children experiencing difficulty with phonemic awareness and early numeracy skills.

3.0. Methodological Approach to the Evaluation

We propose a three-phase approach to supporting the ELS Team with data collecting, analytical, and reporting activities.

3.1. A UTILIZATION-FOCUSED APPROACH TO THE EVALUATION

We integrated into the research design ideas borrowed from Utilization-Focused Evaluation (UFE),[1] which began with the premise that applied research studies should be judged by their utility and actual use. We put careful consideration into how everything from beginning to end may have affected the use of the findings and we concentrated on intended use by intended users (e.g., Early Learning Teachers). U-FE is a participatory research approach that has been shown to promote follow up to study recommendations.

We viewed participation in research processes as one of the key elements in this research project. Users (i.e., people with a direct, identifiable stake in the Inner City Early Learning Support initiative) were identified at the start of the research and become active participants throughout the process. U-FE principles and practices supported this research by ensuring appropriate tools and systems were in place (as informed by members of the Evaluation Team), learning was supported, project needs were identified and addressed, and key considerations for future action were established to support a pathway for future Early Learning Support initiative activities.

3.2. DATA SOURCES AND ANALYTICAL APPROACH TO THE EVALUATION

Data analysis included a combination of multiple lines of evidence that supported robust analysis and enhanced the findings and resulting recommendations. These included:

1. Early Literacy Support Teacher Reflectionnaire and Interview Guide (Appendix A);

2. Inner City Teacher Reflectionnaire and Interview Guide (Appendix B);

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[1] Patton, M. Q. (2002). *Utilization-Focused Evaluation (U-FE) Checklist.* URL: **http://dmeforpeace.org/sites/default/files/Patton_UFE%20Checklist.pdf**

Questions items were matched to intended objectives outlined by the ELS Team, placed in a matrix, and can be reviewed in Appendix C. Quantitative data from close-ended reflectionnaire items (i.e., Likert scale) underwent appropriate quantitative data analysis techniques.

Qualitative analysis was conducted through a process of deductive and inductive analysis borrowed from well-established procedures in qualitative research.[2] Analysis began by first engaging in line-by-line analysis of open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with results of the quantitative evidence findings. The data analysis technique allowed for an examination of alternative explanations of results from each data source and to enhance the strength of findings and related recommendations.

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[2] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. URL: **https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa**

4.0. Results

The following sub-sections provide the summary of findings for the ICEL initiative by reflectionnaire items.

4.1. OVERALL RESULTS

Early Learning and Classroom Teachers were asked a series of questions in which they were able to respond to the following:

- ➢ Purpose of the initiative;

- ➢ What initiative activities looked like in the classroom; and

- ➢ Initiative effectiveness and impacts since moving online.

Early Learning and Classroom Teachers were also asked to rate their level of agreement for a series of sentences based on the majority of their face-to-face experiences with the ICEL initiative. The series of statements asked **Early Learning and Classroom Teachers** whether the initiative was successful in helping them to:

- ➢ Establish positive relationships, including with *at promise* students;

- ➢ Collaborate to co-plan and co-teach to support *at promise* students' **literacy and numeracy** development;

- ➢ Effectively problem solve in a collaborative way to support *at promise* students' **literacy and numeracy** development;

- ➢ Effectively plan, assess, and build competencies;

- ➢ Meeting the needs of *at promise* students; and

- ➢ Improve the **literacy and numeracy** skills and outcomes of *at promise* students.

Concluding this section of the report are the results of analysis of responses provided by **Early Learning and Classroom Teachers** on a series of questions related to:

- ➢ Initiative strengths and successes; and

- ➢ Areas for improvement and strengths that can be built upon to make the initiative strong and sustainable.

The purpose of the initiative that **Early Learning and Classroom Teachers** identified most often was related to the learning and supports provided to students, which included additional time and support through general instruction and activities (n = 59; 48.5%).

See Table 1 for a breakdown of the number of themes, sub-themes, and mentions **Early Learning and Classroom Teachers** as it relates to the purpose they believed the initiative served.

Table 1. What Early Learning and Classroom Teachers Believe the Purpose of the Initiative Is

Theme	Sub-Themes	Mentions (N = 122)
Provide Learning and Support to Students (n = 77; 63%)	a. Provide Additional Time and Support Through General Instruction and Activities (e.g., games, hands-on and independent activities)	59 (48.5%)
	b. Provide Additional Targeted, Differentiated, and One-to-One Instruction and Activities	10 (8%)
	c. Provide Small, Mixed, and Whole Group Instruction and Activities	8 (6.5%)
Provide Resources, Collaboration Time, and Instruction Support to Classroom Teachers (n = 45; 37%)	a. Provide Additional Time for Assessment, Collaboration, Planning, and Modelling of Instruction	25 (20.5%)
	b. Provide Additional Experience, Knowledge, and Resources to Teachers	12 (10%)
	c. Provide Co-Teaching Activities	8 (6.5%)

See Table 2 for a selection of quotes provided by **Early Learning and Classroom Teachers** representing each of the themes generated from the analysis.

Table 2. Theme Quotes: What Early Learning and Classroom Teachers Believe the Purpose of the Initiative Is

Theme	Sub-Themes	Sample Quotes
Provide Learning and Support to Students	a. Provide Additional Time and Support Through General Instruction and Activities (e.g., games, hands-on and independent activities)	*"I believe the purpose and objective would be to increase early English language skills for students at risk by suppling a specialist teacher along with the classroom teacher to support in this area."*
	b. Provide Additional Targeted, Differentiated, and One-to-One Instruction and Activities	*"I feel that the initiative helps to serve the students directly through targeted intervention."*
	c. Provide Small, Mixed, and Whole Group Instruction and Activities	*"They help provide small group...instruction to help meet the academic needs of all students."*
Provide Resources, Collaboration Time, and Instruction Support to Classroom Teachers	a. Provide Additional Time for Assessment, Collaboration, Planning, and Modelling of Instruction	*"I feel that the initiative helps to serve the students directly through targeted intervention as well as indirectly by supporting the teachers with creating units that are meaningful and engaging."*
	b. Provide Additional Experience, Knowledge, and Resources to Teachers	*"To share resources and professional development with K/1 teachers."*
	c. Provide Co-Teaching Activities	*"Co-teach in the areas of literacy and/or numeracy."*

When analyzing the responses from **Early Learning and Classroom Teachers** regarding the purpose of the initiative, it was noteworthy the student population respondents believed the initiative targeted.

Approximately half (*n* = 13; 50%) of the mentions identified all students as the target population of the initiative, while about three in ten (*n* = 8; 31%) mentions identified At Promise students as the target population of the initiative.

See Figure 1 for a breakdown of the student population **Early Learning and Classroom Teachers** identified as being the target for the initiative.
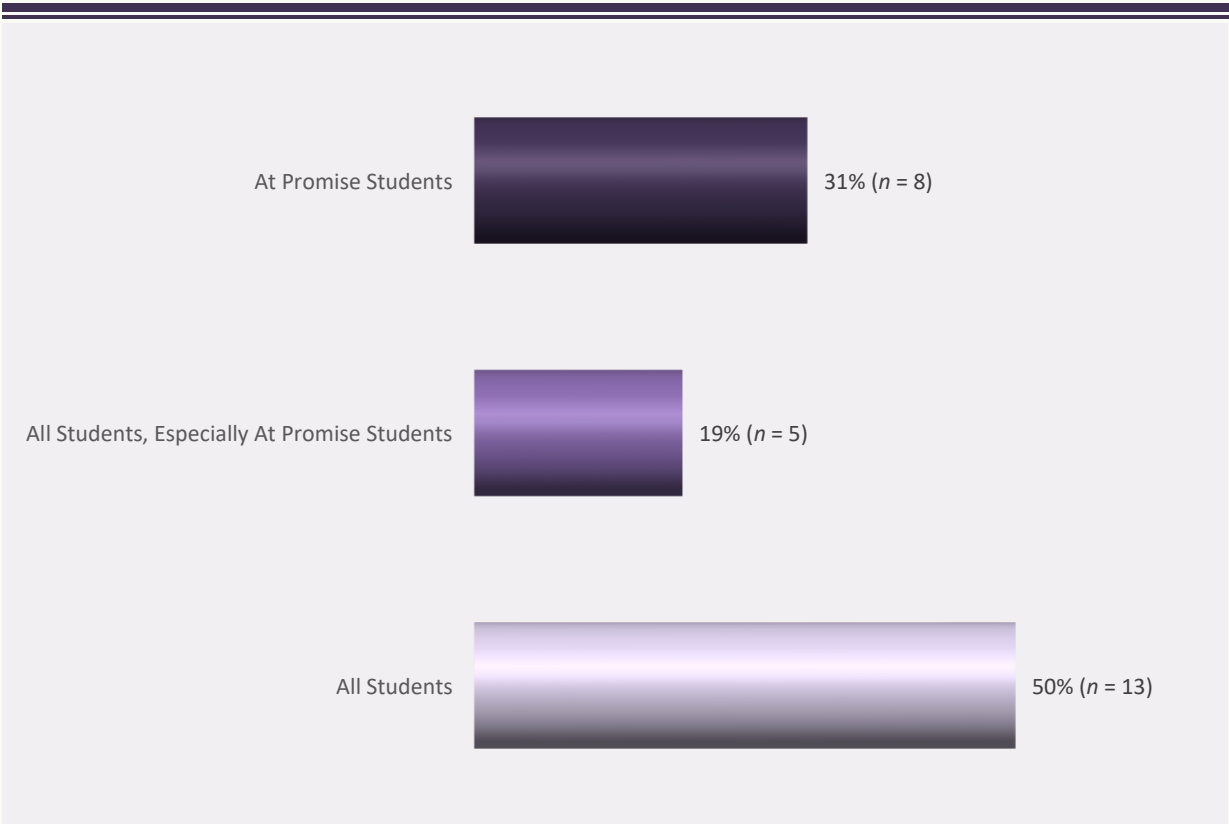

At Promise Students — 31% (*n* = 8)

All Students, Especially At Promise Students — 19% (*n* = 5)

All Students — 50% (*n* = 13)

Figure 1. Student Population Early Learning and Classroom Teachers Believe the Initiative is Meant to Target

How the initiative activities look like in the classroom, as described by **Early Learning and Classroom Teachers**, was related to the learning and supports provided to students, which included: 1) small and mixed group instruction and activities (n = 34; 20%); 2) targeted, differentiated, and one-to-one instruction and activities (n = 30; 18%); and 3) whole group and general instruction and activities (n = 28; 16.5%).

See Table 3 for a breakdown of the number of themes, sub-themes, and mentions **Early Learning and Classroom Teachers** as it relates to how initiative activities look like in the classroom.

Table 3. How Initiative Activities Look Like in the Classroom

Theme	Sub-Themes	Mentions (N = 169)
Learning and Support for Students (n = 139; 82%)	a. Small and Mixed Group Instruction and Activities	34 (20%)
	b. Targeted, Differentiated, and One-to-One Instruction and Activities	30 (18%)
	c. Whole Group and General Instruction and Activities (e.g., games, hands-on and independent activities)	28 (16.5%)
	d. Story and Writing Workshops	21 (12.5%)
	e. Literacy Stations	17 (10%)
	f. Guided Reading, Read Aloud, and Reading Response Activities	9 (5%)
Resources, Collaboration Time, and Instruction Support for Classroom Teachers (n = 30; 18%)	a. Assessment, Collaboration, Planning, and Modelling of Instruction	19 (11%)
	b. Provide Co-Teaching Activities	11 (7%)

See Table 4 for a selection of quotes provided by **Early Learning and Classroom Teachers** representing each of the themes generated from the analysis.

Table 4. Theme Quotes: How Initiative Activities Look Like in the Classroom

Theme	Sub-Themes	Sample Quotes
Learning and Support for Students	a. Small and Mixed Group Instruction and Activities	*"[S]mall group targeted lessons; small group mixed ability lessons."*
	b. Targeted, Differentiated, and One-to-One Instruction and Activities	*"Open-ended conversations, Targeted small-group instructions."*
	c. Whole Group and General Instruction and Activities (e.g., games, hands-on and independent activities)	*"Oral language games, Poems and Nursery Rhymes…"*
	d. Story and Writing Workshops	*"Story workshop, writer's workshop, literacy centres, whole group literacy lessons, Links to Literacy."*
	e. Literacy Stations	
	f. Guided Reading, Read Aloud, and Reading Response Activities	
Resources, Collaboration Time, and Instruction Support for Classroom Teachers	a. Assessment, Collaboration, Planning, and Modelling of Instruction	*"In my class room, the early learning teacher and I collaborate and plan on a weekly basis. We go over our thoughts and observations with each other and make a plan that can reach all of our different learners."*
	b. Provide Co-Teaching Activities	*"Early Learning Teacher works in tandem with the classroom teacher usually each pulling small groups."*

As it relates to the changes and effectiveness of the initiative impacting collaboration and instruction since moving online, **Early Learning and Classroom Teachers** found that the initiative continued to have greater continued effectiveness than challenges related to collaboration activities (n = 80; 33.5%). However, there were greater challenges than continued effectiveness as it relates to providing additional time and support to students (n = 36; 15%).

See Table 5 for a breakdown of the number of themes, sub-themes, and mentions **Early Learning and Classroom Teachers** as it relates to how initiative activities look like in the classroom.

Table 5. How Collaborating and Effectiveness of Results Changed Since Moving Online

Theme	Sub-Themes	Transition Successes and Challenges	Mentions (N = 238)	
Initiative Changes and Effectiveness Impacting Educator Collaboration and Instruction (n = 148; 62%)	a. Greater Continued Effectiveness Than Challenges Related to Changes to Collaboration Activities	i. Successful Transitions	80 (33.5%)	114 (48%)
		ii. Transition Challenges	32 (13.5%)	
		iii. Varying Success in Transitions	2 (1%)	
	b. Greater Continued Effectiveness Than Challenges Related to Changes to Providing Additional Experience, Knowledge, and Resources	i. Successful Transitions	22 (9%)	34 (14%)
		ii. Transition Challenges	12 (5%)	
Initiative Changes and Effectiveness Impacting Student Engagement, Learning, and Support (n = 90; 38%)	a. Greater Challenges Than Continued Effectiveness Related to Changes to Providing Additional Time and Support	i. Transition Challenges	36 (15%)	75 (31.5%)
		ii. Successful Transitions	21 (9%)	
		iii. Varying Success in Transitions	18 (7.5%)	
	b. Greater Continued Effectiveness Than Challenges Related to Providing Activities that Impact Attitudes and Engagement	i. Successful Transitions	15 (6.5%)	15 (6.5%)

See Table 6 for a selection of quotes provided by **Early Learning and Classroom Teachers** representing each of the themes generated from the analysis.
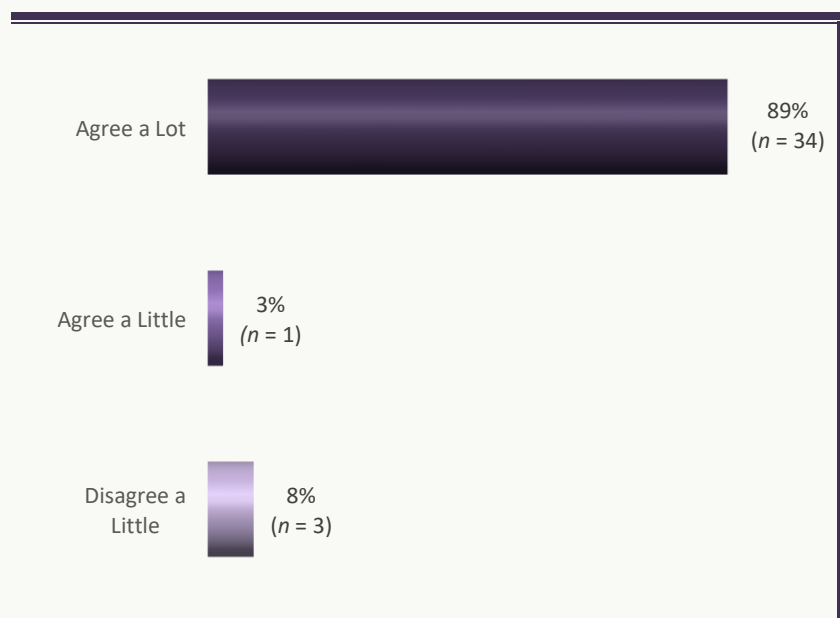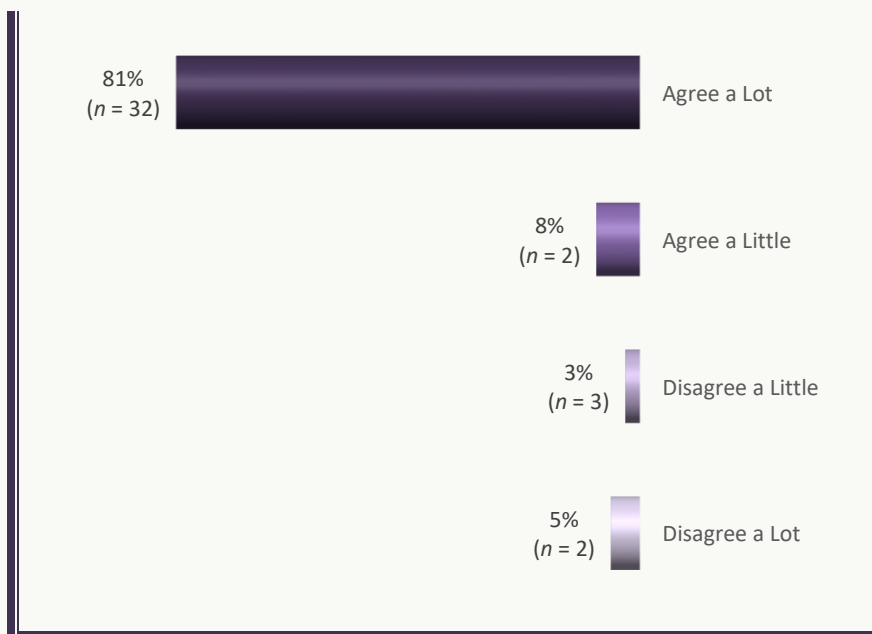
Table 6. Theme Quotes: Initiative Strengths and the Successes Impacting Student Engagement and Learning

Theme	Sub-Themes	Sample Quotes
Initiative Changes and Effectiveness Impacting Educator Collaboration and Instruction	a. Greater Continued Effectiveness Than Challenges Related to Changes to Collaboration Activities	*"My working relationship with my ELT did not change at all when we moved to on-line learning. We still planned and talked through video conferencing and email."*
	b. Greater Continued Effectiveness Than Challenges Related to Changes to Providing Additional Experience, Knowledge, and Resources	*"Our ELT teacher has been amazing at giving feedback about how her conferences have been going, providing lessons for who class, small group and individual lessons…"*
Initiative Strengths and the Successes Impacting Classroom Teacher Attitudes, Collaboration, Assessment and Instruction	a. Greater Continued Effectiveness Than Challenges Related to Changes to Providing Additional Time and Support	*"It is difficult to say, but I think if given the opportunity to connect continually with at promise students, it could have been more effective."*
	b. Initiative Provides Activities that Impact Attitudes and Engagement	*"They seemed to enjoy and learn from those. I also presented phonemic awareness activities in class meetings. I think this was helpful, but it was difficult to meet the needs of the whole class at once."*

Figure 2. Establishing Positive Relationships

About nine in ten (91.5%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to establish positive relationships.

See Figure 2 for a breakdown of the level of agreement for this reflectionnaire item.

81%
(*n* = 32) Agree a Lot

8%
(*n* = 2) Agree a Little

3%
(*n* = 3) Disagree a Little

5%
(*n* = 2) Disagree a Lot

Agree a Lot 89%
(*n* = 34)

Agree a Little 3%
(*n* = 1)

Disagree a Little 8%
(*n* = 3)

About nine in ten (92%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to establish positive relationships with *at promise* students.

See Figure 3 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 3. Establishing Positive Relationships with *At Promise* Students

About nine in ten (89%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to collaborate to co-plan to support *at promise* students' **literacy and numeracy** development.

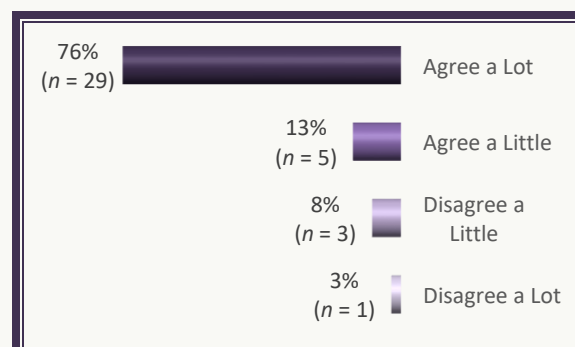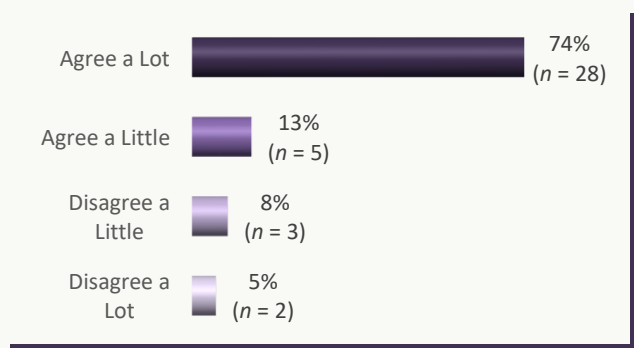See Figure 4 for a breakdown of the level of agreement for this reflectionnaire item.

76%
(*n* = 29) Agree a Lot

13%
(*n* = 5) Agree a Little

8%
(*n* = 3) Disagree a Little

3%
(*n* = 1) Disagree a Lot

Figure 4. Collaborating to *Co-Plan* to Support *At Promise* Students' Literacy and Numeracy Development

Figure 5. Collaborating to *Co-Teach* to Support *At Promise* Students' Literacy and Numeracy Development

Agree a Lot 74% (*n* = 28)

Agree a Little 13% (*n* = 5)

Disagree a Little 8% (*n* = 3)

Disagree a Lot 5% (*n* = 2)

Close to nine in ten (87%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to collaborate to co-teach to support *at promise* students' **literacy and numeracy** development.

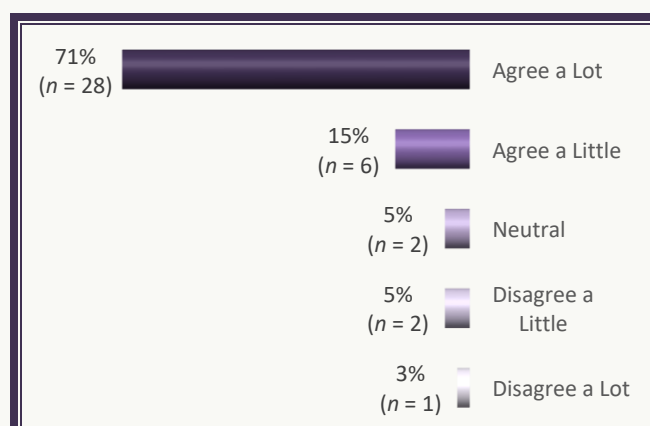See Figure 5 for a breakdown of the level of agreement for this reflectionnaire item.

Close to nine in ten (86%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to effectively problem solve to support *at promise* students' **literacy and numeracy** development.

See Figure 6 for a breakdown of the level of agreement for this reflectionnaire item.

71%
(*n* = 28) Agree a Lot

15%
(*n* = 6) Agree a Little

5%
(*n* = 2) Neutral

5%
(*n* = 2) Disagree a Little

3%
(*n* = 1) Disagree a Lot

Figure 6. Effectively Problem Solving in a Collaborative Way to Support *At Promise* Students Literacy and Numeracy Development

Nearly all (97%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in embedding school district' Priority Practices into the curriculum. Similarly, almost all (97%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in implementing best practices in teaching **literacy and numeracy** competencies. See Figures 7 and 8 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 7. Embed School District's Priority Practices into the Curriculum

79% (*n* = 27) — Agree a Lot

18% (*n* = 6) — Agree a Little

3% (*n* = 1) — Neutral
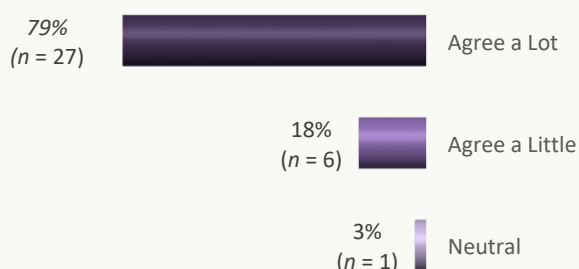
Figure 8. Implement Best Practices in Teaching Literacy and Numeracy Competencies

Agree a Lot — 78% (*n* = 28)

Agree a Little — 19% (*n* = 7)

Neutral — 3% (*n* = 1)

67% (*n* = 24) — Agree a Lot

16.5% (*n* = 6) — Agree a Little

13.5% (*n* = 5) — Neutral

3% (*n* = 1) — Disagree a Little

Agree a Lot — 61% (*n* = 22)

Agree a Little — 19% (*n* = 7)

Neutral — 17% (*n* = 6)

Disagree a Little — 3% (*n* = 1)
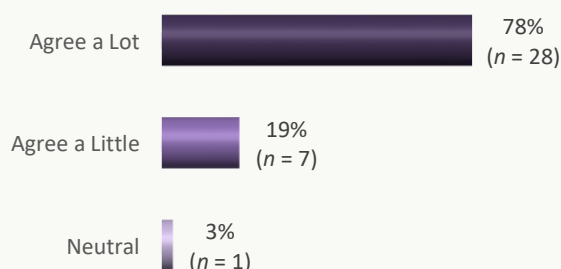
Figure 9. Develop a Greater Understanding of the Curricular Competencies Within the BC Redesigned Curriculum
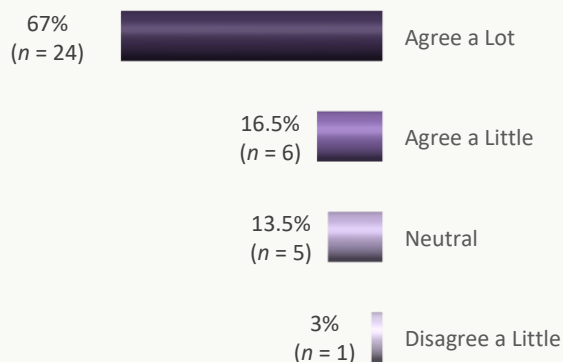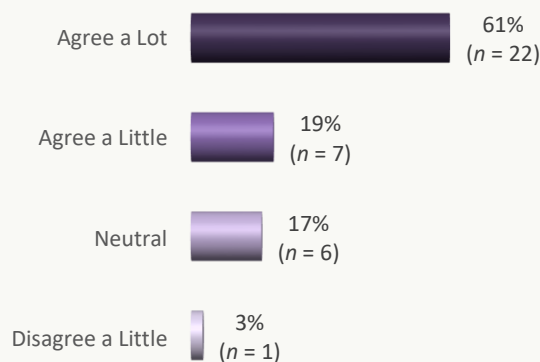
Figure 10. Increase Planning Around the Curricular Competencies Within the BC Redesigned Curriculum

About eight in ten (83.5%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to develop a greater understanding of the curricular competencies within the BC redesigned curriculum. Similarly, eight in ten (80%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to increase planning around the curricular competencies within the BC redesigned curriculum. See Figures 9 and 10 for a breakdown of the level of agreement for this reflectionnaire item.

Nearly nine in ten (89%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to strategically group *at promise* students to maximize their learning. Similarly, about nine in ten (92%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to assume a strength-based, g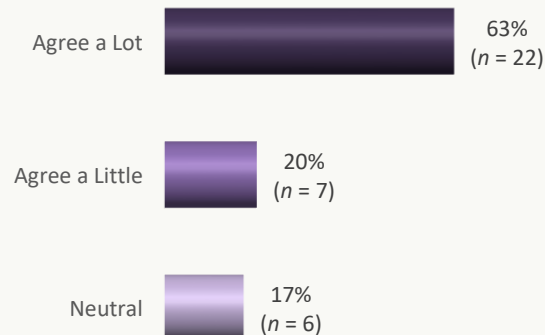rowth mindset approach when supporting *at promise* students. See Figures 11 and 12 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 11. Strategically Group *At Promise* Students to Maximize their Learning

72%
(*n* = 26) — Agree a Lot

17%
(*n* = 6) — Agree a Little

8%
(*n* = 3) — Neutral

3%
(*n* = 1) — Disagree a Little
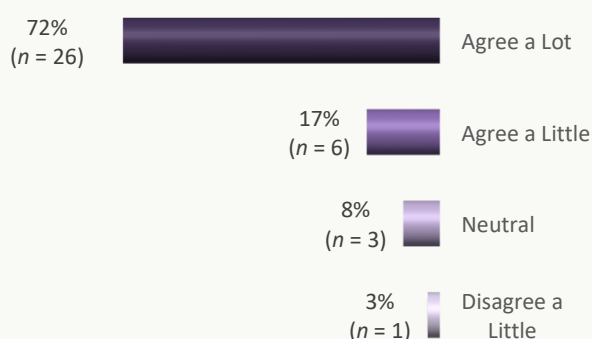
Figure 12. Assume a Strength-Based, Growth Mindset Approach When Supporting *At Promise* Students

Agree a Lot — 78%
(*n* = 28)

Agree a Little — 14%
(*n* = 5)

Neutral — 8%
(*n* = 3)
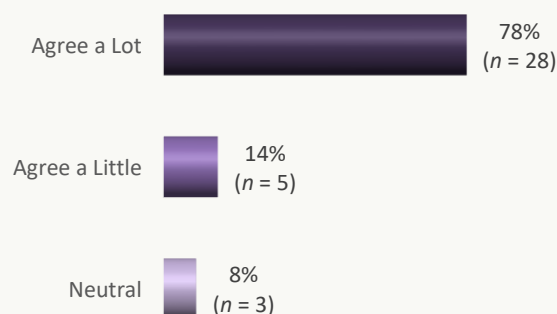
Figure 13. Increase Utilization of Meaningful and Appropriate Assessment Strategies

63.5%
(n = 23) — Agree a Lot

30.5%
(n = 11) — Agree a Little

3%
(*n* = 1) — Neutral

3%
(*n* = 1) — Disagree a Little
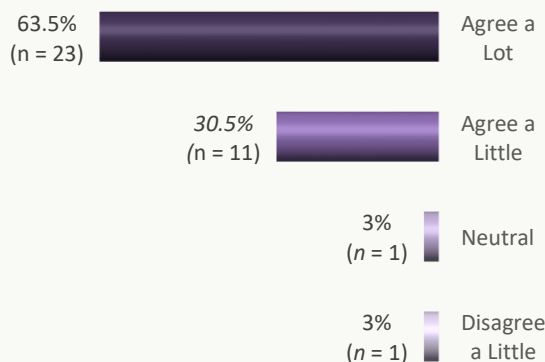
Figure 14. Improve Leadership Capacity

Agree a Lot — 63%
(*n* = 22)

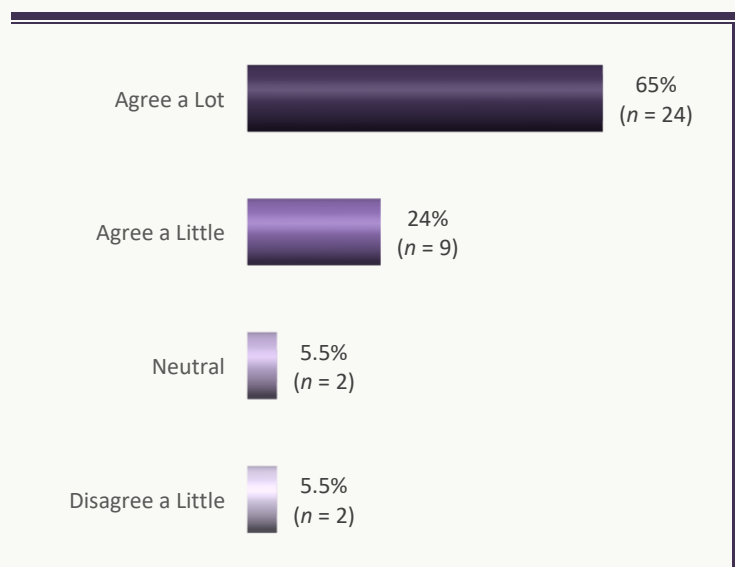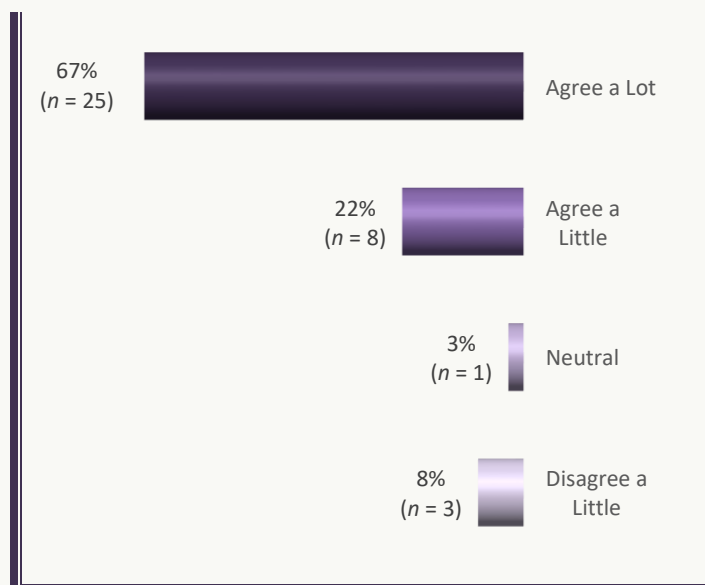Agree a Little — 20%
(*n* = 7)

Neutral — 17%
(*n* = 6)

About nine in ten (94%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in increasing their utilization of meaningful and appropriate assessment strategies. About eight in ten (83%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in improving their leadership capacity (e.g., Sharing learning with colleagues, through Pro-D opportunities). See Figures 13 and 14 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 15. Ensure *At Promise* Students are Receiving an Appropriate Amount of Instructional Time that Focuses on Early Literacy and Numeracy Skills

About nine in ten (89%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to ensure *at promise* students are receiving an appropriate amount (i.e., intensity) of instructional time that focuses on early **literacy and numeracy** skills.

See Figure 15 for a breakdown of the level of agreement for this reflectionnaire item.

67%
(*n* = 25)   Agree a Lot

22%
(*n* = 8)   Agree a Little

3%
(*n* = 1)   Neutral

8%
(*n* = 3)   Disagree a Little

Agree a Lot   65%
(*n* = 24)

Agree a Little   24%
(*n* = 9)

Neutral   5.5%
(*n* = 2)

Disagree a Little   5.5%
(*n* = 2)

About nine in ten (89%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to ensure *at promise* students who are most in need are being prioritized for additional **literacy and numeracy** support.

See Figure 16 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 16. Ensure *At Promise* Students Who Are Most in Need are Being Prioritized Additional Literacy and Numeracy Support

About nine in ten (92.5%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them to identify where *at promise* students' are at in their **literacy and numeracy** development in order to meet their needs.

See Figure 17 for a breakdown of the level of agreement for this reflectionnaire item.
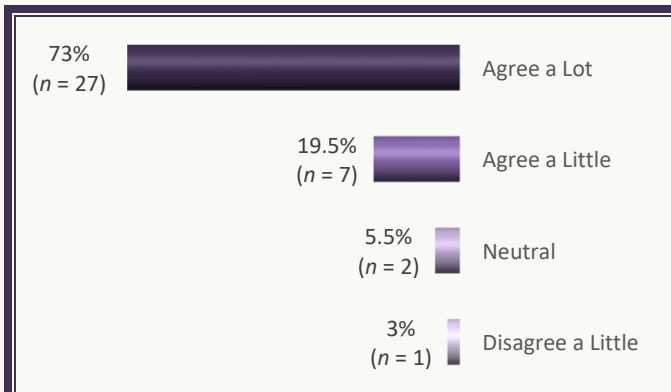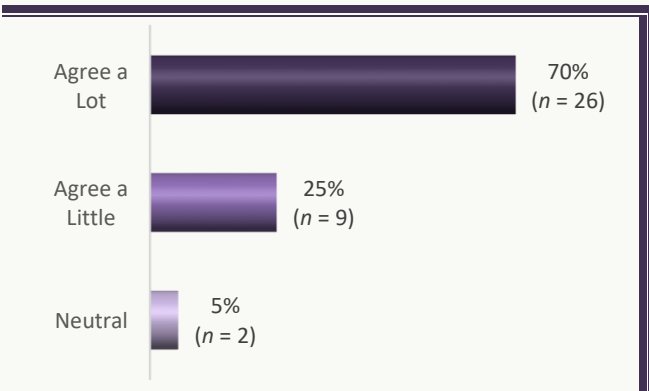
73%
(*n* = 27) ████████ Agree a Lot

19.5%
(*n* = 7) ███ Agree a Little

5.5%
(*n* = 2) ▌ Neutral

3%
(*n* = 1) ▪ Disagree a Little

Figure 17. Identify Where *At Promise* Students are at in their Literacy and Numeracy Development Development in Order to Meet their Needs

Agree a
Lot ████████ 70%
(*n* = 26)

Agree a
Little ██ 25%
(*n* = 9)

Neutral ▌ 5%
(*n* = 2)

Figure 18. Ensure Appropriate Early Literacy and Numeracy Supports and Resources are Available and Being Used to Meet the Needs of *At Promise* Students

Almost all (95%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in ensuring appropriate early **literacy and numeracy** supports and resources are available and being used to meet the needs of *at promise* students.

See Figure 18 for a breakdown of the level of agreement for this reflectionnaire item.

About nine in ten (89%) **Early Learning and Classroom Teachers** agreed that the initiative was successful in supporting them in being flexible and careful in their scheduling to meet the needs of *at promise* students'.

See Figure 19 for a breakdown of the level of agreement for this reflectionnaire item.
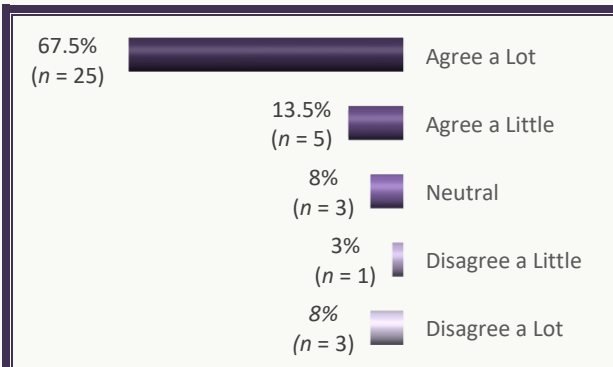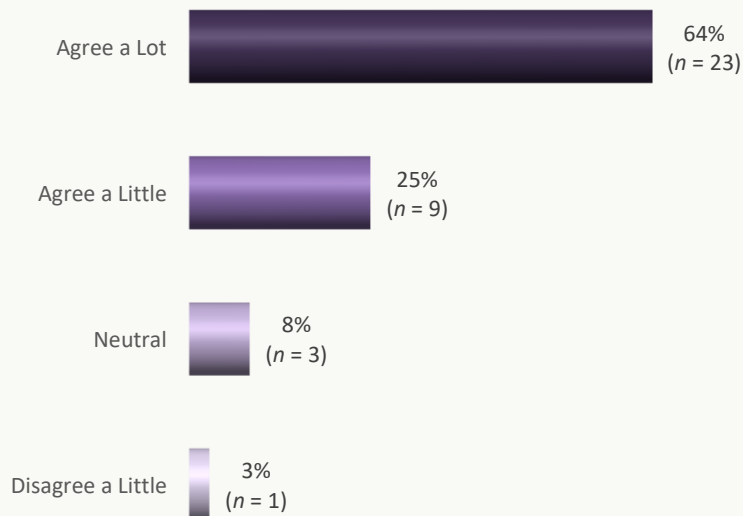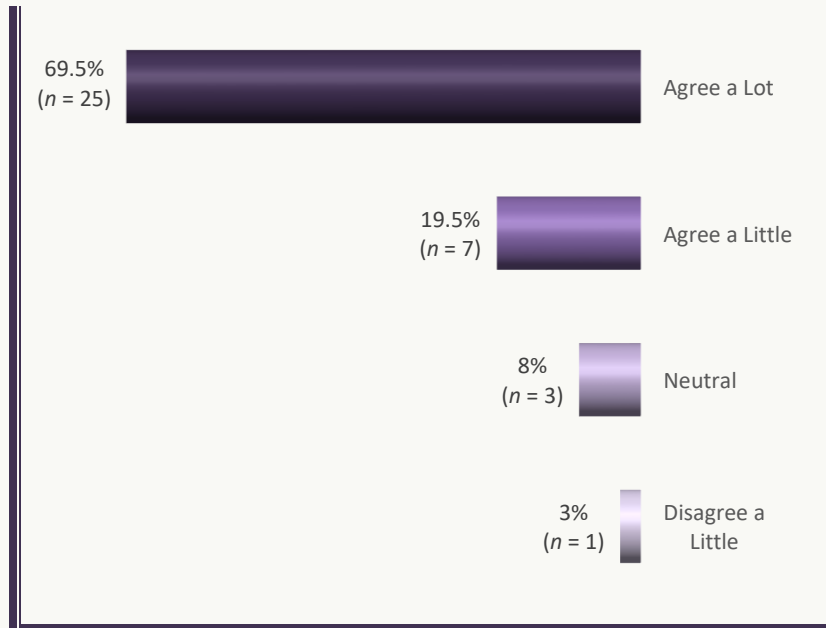
67.5%
(*n* = 25) ████████ Agree a Lot

13.5%
(*n* = 5) ██ Agree a Little

8%
(*n* = 3) ▌ Neutral

3%
(*n* = 1) ▪ Disagree a Little

8%
(*n* = 3) ▬ Disagree a Lot

Figure 19. Be Flexible and Careful in Scheduling to Meet the Needs of *At Promise* Students

Figure 20. *At Promise* Students Have Made Improvements in their Understanding of Literacy and Numeracy Skills

About nine in ten (89%) **Early Learning and Classroom Teachers** agreed that the initiative was successful as *at promise* students have made improvements in their understanding of **literacy and numeracy** skills.

See Figure 20 for a breakdown of the level of agreement for this reflectionnaire item.

69.5%
(*n* = 25)
Agree a Lot

19.5%
(*n* = 7)
Agree a Little

8%
(*n* = 3)
Neutral

3%
(*n* = 1)
Disagree a Little

Agree a Lot
64%
(*n* = 23)

Agree a Little
25%
(*n* = 9)

Neutral
8%
(*n* = 3)

Disagree a Little
3%
(*n* = 1)

About nine in ten (89%) **Early Learning and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better able to communicate their understanding of **literacy and numeracy** skills.

See Figure 21 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 21. *At Promise* Students Are Better Able to Communicate their Understanding of Literacy and Numeracy Skills

About eight in ten (86%) **Early Learning and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better able to apply their **literacy and numeracy** skills (e.g., process, analyze, and problem solve).

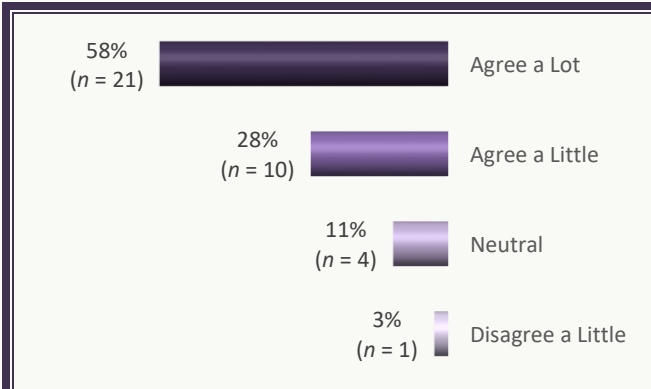See Figure 22 for a breakdown of the level of agreement for this reflectionnaire item.

58%
(*n* = 21) — Agree a Lot

28%
(*n* = 10) — Agree a Little

11%
(*n* = 4) — Neutral

3%
(*n* = 1) — Disagree a Little

Figure 22. *At Promise* Students are Better Able to Apply their Literacy and Numeracy Skills

Agree a Lot — 80%
(*n* = 28)

Agree a Little — 11%
(*n* = 4)

Neutral — 6%
(*n* = 2)

Disagree a Little — 3%
(*n* = 1)
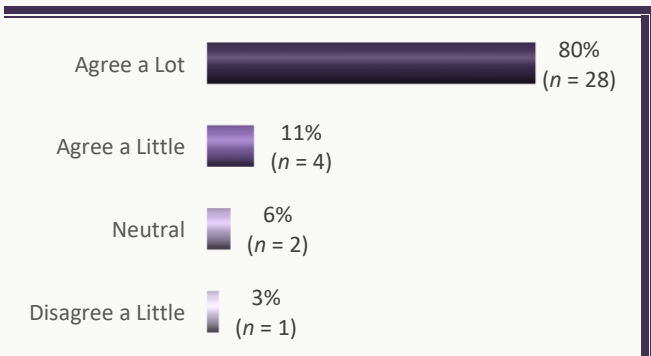
Figure 23. *At Promise* Students are More Engaged in Literacy and Numeracy Activities

About nine in ten (91%) **Early Learning and Classroom Teachers** agreed that the initiative was successful as *at promise* students are more engaged in **literacy and numeracy** activities.

See Figure 23 for a breakdown of the level of agreement for this reflectionnaire item.

About eight in ten (86%) **Early Learning and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better positioned to reach their full potential in their **literacy and numeracy** skills.

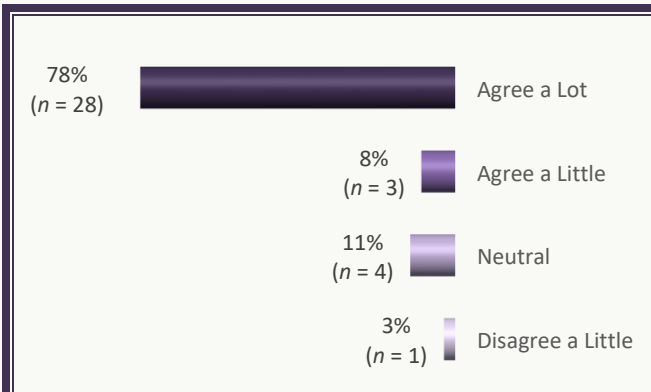See Figure 24 for a breakdown of the level of agreement for this reflectionnaire item.

78%
(*n* = 28) — Agree a Lot

8%
(*n* = 3) — Agree a Little

11%
(*n* = 4) — Neutral

3%
(*n* = 1) — Disagree a Little

Figure 24. *At Promise* Students are Better Positioned to Reach their Full Potential in their Literacy and Numeracy Skills

As it relates to the strengths and successes of the initiative, **Early Learning and Classroom Teachers** indicated that the initiative is strengthened most by: 1) offering additional time and support (n = 50; 24%); 2) providing collaboration activities (n = 39; 19%); and 3) providing meaningful activities, which impacts attitudes and engagement (n = 38; 18%).

See Table 7 for a breakdown of the number of themes, sub-themes, and mentions **Early Learning and Classroom Teachers** as it relates to how initiative activities look like in the classroom.

Table 7. Initiative Strengths and Successes

Theme	Sub-Themes	Mentions (N = 208)
Initiative Strengths and the Successes Impacting Student Engagement and Learning (n = 113; 54%)	a. Initiative Strengthened by Offering Additional Time and Support	50 (24%)
	b. Initiative Provides Meaningful Activities and Impacts Attitudes and Engagement	38 (18%)
	c. Initiative Impacts Learning and Development	25 (12%)
	d. Limited Time to Observe Student Success	2*
Initiative Strengths and the Successes Impacting Classroom Teacher Attitudes, Collaboration, Assessment and Instruction (n = 95; 46%)	a. Initiative Impacts Assessment and Instruction Practices	39 (19%)
	b. Initiative Strengthened by Providing Collaboration Activities	39 (19%)
	c. Initiative Strengthened by Providing Additional Experience, Knowledge, and Resources	17 (8%)

*An additional two responses provided by **Early Learning and Classroom Teachers** indicated that they had limited time to observe student success and were not calculated in the overall percentages.

See Table 8 for a selection of quotes provided by **Early Learning and Classroom Teachers** representing each of the themes generated from the analysis.

Table 8. Theme Quotes: Initiative Strengths and the Successes Impacting Student Engagement and Learning

Theme	Sub-Themes	Sample Quotes
Initiative Strengths and the Successes Impacting Student Engagement and Learning	a. Initiative Strengthened by Offering Additional Time and Support	*"One of the key strengths of the Inner City Early Learning initiative is the benefit of having a second teacher in the classroom so that we are sitting and connecting with more kids."*
	b. Initiative Provides Meaningful Activities and Impacts Attitudes and Engagement	*"My ICEL teacher this year brought so many fun and engaging resources and lessons into my classroom."*
	c. Initiative Impacts Learning and Development	*"My ELPAT scores always improve as we focus on the at risk students in the spring."*
	d. Limited Time to Observe Student Success	*"I can only speak for myself (not for the students) as I haven't seen them to be able to get a really good idea."*
Initiative Strengths and the Successes Impacting Classroom Teacher Attitudes, Collaboration, Assessment, and Instruction	a. Initiative Impacts Assessment and Instruction Practices	*"Watching her teach the class allowed me a chance to observe my students in a way I can't do when I'm the one teaching."*
	b. Initiative Supports Positive Attitudes and Collaborations	*"Support for the classroom teacher in teaching at promise students through collaboration."*
	c. Initiative Strengthened by Providing Additional Experience, Knowledge, and Resources	*"Adding an extra caring and informed adult to help promote literacy has been hugely impactful!"*

The areas of the initiative that can be improved along with the strengths that could be built upon that **Early Learning and Classroom Teachers** identified about half of the time were related to: 1) adding more early learning teaching hours (n = 20; 22.5%); 2) adding more early learning teachers and schools (n = 12; 13.5%); and 3) having more targeted instruction (n = 12; 13.5%).

See Table 9 for a breakdown of the number of themes, sub-themes, and mentions **Early Learning and Classroom Teachers** as it relates to the areas of the initiative where it can be improved and the strengths that can make the initiative strong and sustainable.

Table 9. Areas the Initiative Can Improve Upon and Strengths That Can Make the Initiative Strong and Sustainable

Theme	Sub-Themes	Mentions (N = 89)
Expand Program Reach (n = 37; 41.5%)	a. Add More Early Learning Teaching Hours	20 (22.5%)
	b. Add More Early Learning Teachers and Schools	12 (13.5%)
	c. Identify Schools with Greater Need for Early Learning Support	3 (3.5%)
	d. Increase Initiative Funding	2 (2%)
Build on Instructional Strengths (n = 31; 35%)	a. Have More Targeted Instruction	12 (13.5%)
	b. Have More Effective Teaching Approaches	8 (9%)
	c. Provide More Learning Opportunities and Resources	8 (9%)
	d. Maintain Current Learning Support Activities	3 (3.5%)
Build on Collaboration and Relationship Strengths (n = 21; 23.5%)	a. Have Continuity in Collaborations and Relationships	10 (11%)
	b. Provide More Collaboration Opportunities	7 (8%)
	c. Maintain Current Collaboration Activities	4 (4.5%)

See Table 10 for a selection of quotes provided by **Early Learning and Classroom Teachers** representing each of the themes generated from the analysis.

Table 10. Theme Quotes: Areas the Initiative Can Improve Upon and Strengths That Can Make the Initiative Strong and Sustainable

Theme	Sub-Themes	Sample Quotes
Expand Program Reach	a. Add More Early Learning Teaching Hours	*"It would be great to have even more time for working along with the ELT."*
	b. Add More Early Learning Teachers and Schools	*"Expand the program! More schools granted access."*
	c. Identify Schools with Greater Need for Early Learning Support	*"I wonder if supporting less schools, but having more time at the needier schools would be better than trying to spread the available FTE over many sites?"*
	d. Increase Initiative Funding	*"It needs more funding, not less."*
Build on Instructional Strengths	a. Have More Targeted Instruction	*"Make room for targeted instruction in groups of children from multiple classrooms at the same level."*
	b. Have More Effective Teaching Approaches	*"…[H]ow to improve the use of ELT time in classrooms where there is little to no buy in from the classroom teacher? Perhaps another model for those classes?"*
	c. Provide More Learning Opportunities and Resources	*"More opportunity for pro-d."*
	d. Maintain Current Learning Support Activities	*"To continue offering workshops with a focus on Inner City Learners."*
Build on Collaboration and Relationship Strengths	a. Have Continuity in Collaborations and Relationships	*"Try to keep ELTs at schools for longer than two years. Every two years we get a new person and have to spend half of first term building relationships and working out a plan for instruction which doesn't take so long the years we have someone we already have established all of this with."*
	b. Provide More Collaboration Opportunities	*"Inviting teachers into the ICEL initiative more. I think if it becomes a more collaborative platform as a whole then more classroom teachers can share the good stuff they are doing and thus powerful ideas can reach more educators."*
	c. Maintain Current Collaboration Activities	*"I think the time to collaborate between classroom teachers and ELT's is invaluable and should be protected"*

4.2. RESULTS: EARLY LITERACY SUPPORT

Early Literacy and Classroom Teachers were asked a series of questions in which they were able to respond to the following:

➢ Purpose of the initiative;

➢ What initiative activities looked like in the classroom; and

➢ Initiative effectiveness and impacts since moving online.

Early Literacy and Classroom Teachers were asked to rate their level of agreement for a series of sentences based on the majority of their face-to-face experiences with the ICEL initiative. The series of statements asked **Early Literacy and Classroom Teachers** whether the initiative was successful in helping them to:

➢ Establish positive relationships, including with *at promise* students;

➢ Collaborate to co-plan and co-teach to support *at promise* students' **literacy** development;

➢ Effectively problem solve in a collaborative way to support *at promise* students' **literacy** development; and

➢ Effectively plan, assess, and build competencies.

➢ Meet the needs of *at promise* students;

➢ Improve the **literacy** skills and outcomes *at promise* students.

Figure 25. Establishing Positive Relationships

About eight in ten (93%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to establish positive relationships.

See Figure 25 for a breakdown of the level of agreement for this reflectionnaire item.

86%
(*n* = 24) — Agree a Lot

7%
(*n* = 2) — Agree a Little

3.5%
(*n* = 1) — Neutral

3.5%
(*n* = 1) — Disagree a Little
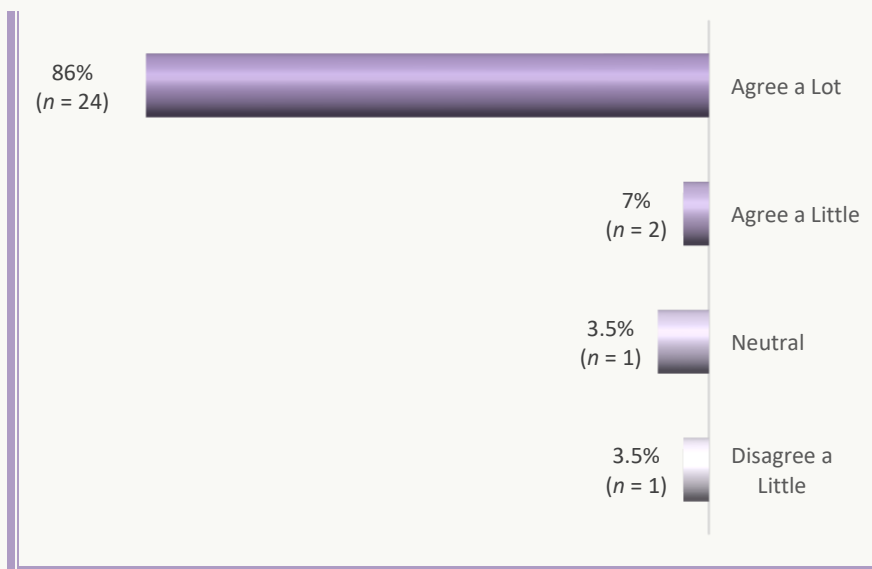
Agree a Lot — 89.5%
(*n* = 25)

Agree a Little — 3.5%
(*n* = 1)

Disagree a Little — 7%
(*n* = 2)

About nine in ten (93%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to establish positive relationships with *at promise* students.

See Figure 26 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 26. Establishing Positive Relationships with *At Promise* Students

About nine in ten (89.5%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to collaborate to co-plan to support *at promise* students' **literacy** development.

See Figure 27 for a breakdown of the level of agreement for this reflectionnaire item.

78.5% (*n* = 22) — Agree a Lot
11% (*n* = 3) — Agree a Little
3.5% (*n* = 1) — Neutral
7% (*n* = 2) — Disagree a Little
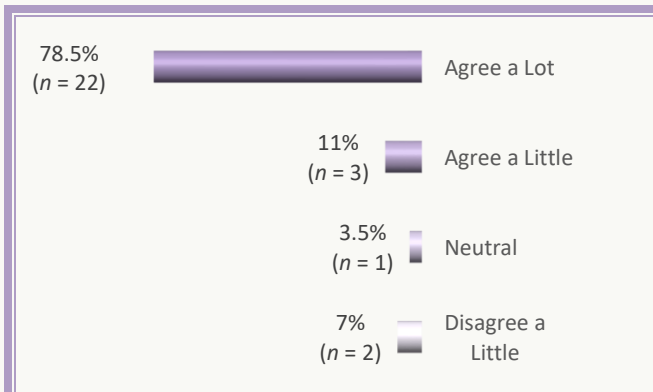
Figure 27. Collaborating to *Co-Plan* to Support *At Promise* Students' Literacy Development

Figure 28. Collaborating to *Co-Teach* to Support *At Promise* Students' Literacy Development
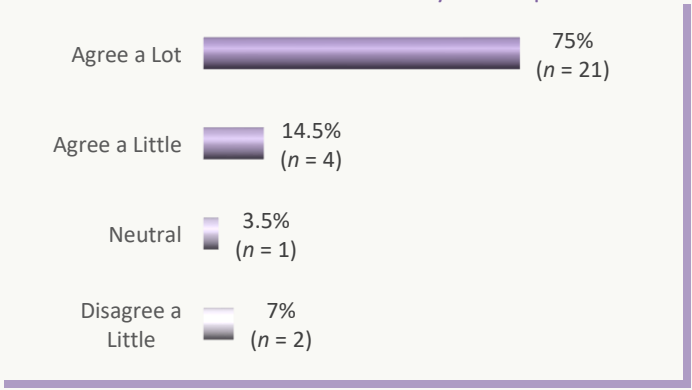
Agree a Lot — 75% (*n* = 21)
Agree a Little — 14.5% (*n* = 4)
Neutral — 3.5% (*n* = 1)
Disagree a Little — 7% (*n* = 2)

Close to nine in ten (89.5%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to collaborate to co-teach to support *at promise* students' **literacy** development.

See Figure 28 for a breakdown of the level of agreement for this reflectionnaire item.

Close to nine in ten (89.5%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to effectively problem solve to support *at promise* students' **literacy** development.

See Figure 29 for a breakdown of the level of agreement for this reflectionnaire item.

78.5% (*n* = 22) — Agree a Lot
11% (*n* = 3) — Agree a Little
7% (*n* = 2) — Neutral
3.5% (*n* = 1) — Disagree a Little
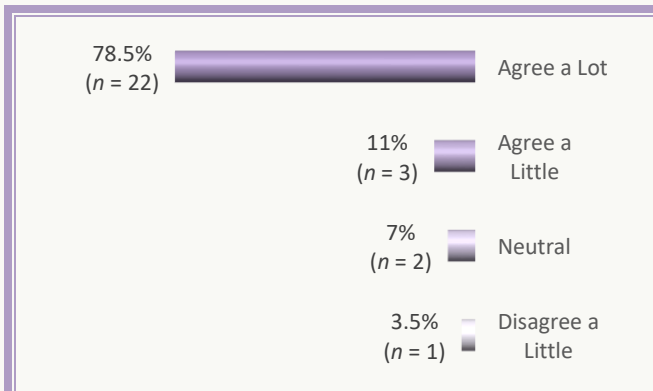
Figure 29. Effectively Problem Solving in a Collaborative Way to Support *At Promise* Students' Literacy Development

All (100%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in embedding school district' Priority Practices into the curriculum. Similarly, all (100%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in implementing best practices in teaching **literacy** competencies. See Figures 30 and 31 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 30. Embed School District's Priority Practices into the Curriculum

88%
(*n* = 22) — Agree a Lot

12%
(*n* = 3) — Agree a Little
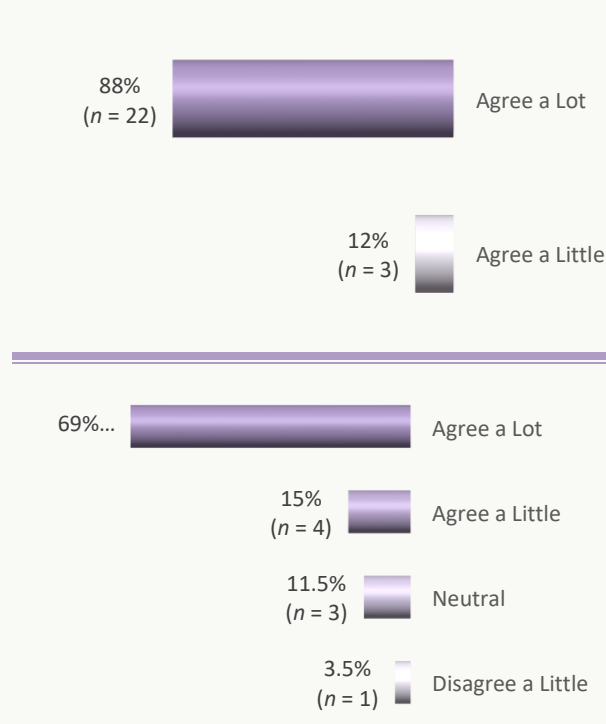
Figure 31. Implement Best Practices in Teaching Literacy Competencies

Agree a Lot — 85%
(*n* = 22)

Agree a Little — 15%
(*n* = 4)
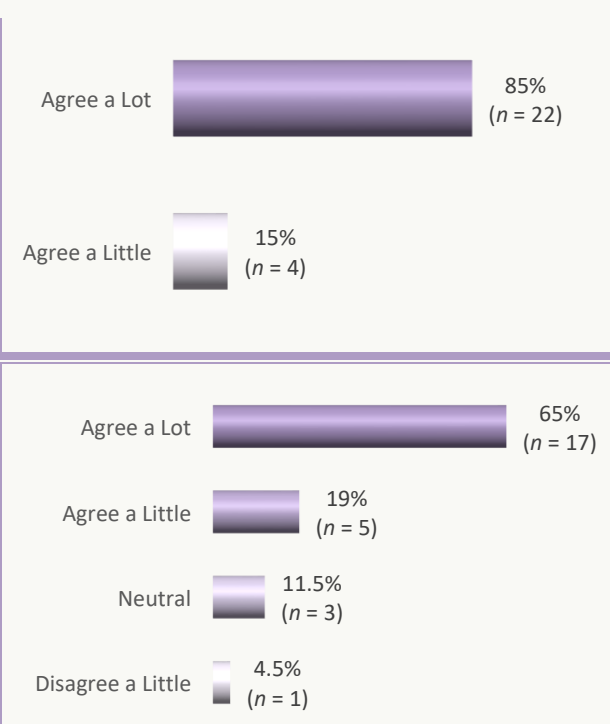
Figure 32. Develop a Greater Understanding of the Curricular Competencies Within the BC Redesigned Curriculum

69%… — Agree a Lot

15%
(*n* = 4) — Agree a Little

11.5%
(*n* = 3) — Neutral

3.5%
(*n* = 1) — Disagree a Little

Figure 33. Increase Planning Around the Curricular Competencies Within the BC Redesigned Curriculum

Agree a Lot — 65%
(*n* = 17)

Agree a Little — 19%
(*n* = 5)

Neutral — 11.5%
(*n* = 3)

Disagree a Little — 4.5%
(*n* = 1)

About eight in ten (84%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to develop a greater understanding of the curricular competencies within the BC redesigned curriculum. Similarly, about eight in ten (84%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to increase planning around the curricular competencies within the BC redesigned curriculum. See Figures 32 and 33 for a breakdown of the level of agreement for this reflectionnaire item.

Nearly nine in ten (89%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to strategically group *at promise* students to maximize their learning. Nearly all (96.5%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to assume a strength-based, growth mindset approach when supporting *at promise* students. See Figures 34 and 35 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 34. Strategically Group *At Promise* Students to Maximize their Learning

81%
(*n* = 21) — Agree a Lot

8%
(*n* = 2) — Agree a Little

11.5%
(*n* = 3) — Neutral
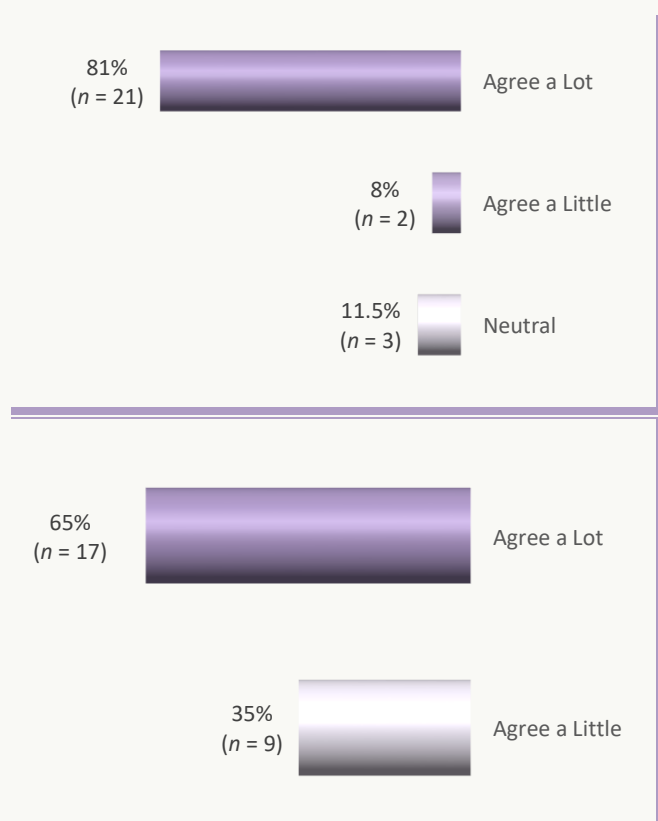
Figure 35. Assume a Strength-Based, Growth Mindset Approach When Supporting *At Promise* Students

Agree a Lot — 85%
(*n* = 22)

Agree a Little — 11.5%
(*n* = 3)

Neutral — 3.5%
(*n* = 1)

65%
(*n* = 17) — Agree a Lot

35%
(*n* = 9) — Agree a Little

Agree a Lot — 64%
(*n* = 16)

Agree a Little — 24%
(*n* = 6)

Neutral — 12%
(*n* = 3)
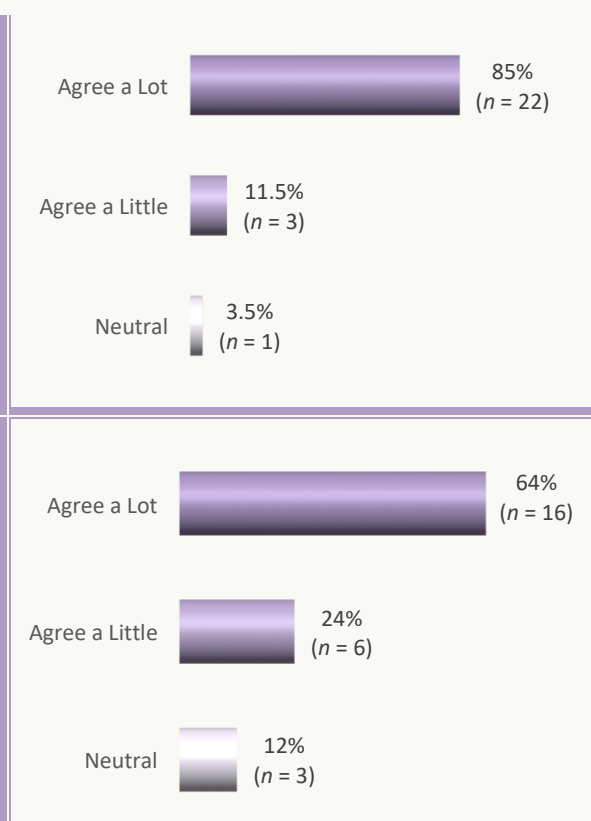
Figure 36. Increase Utilization of Meaningful and Appropriate Assessment Strategies

Figure 37. Improve Leadership Capacity

All (100%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in increasing their utilization of meaningful and appropriate assessment strategies. Nearly nine in ten (88%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in improving their leadership capacity (e.g., Sharing learning with colleagues, through Pro-D opportunities). See Figures 36 and 37 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 38. Ensure *At Promise* Students are Receiving an Appropriate Amount of Instructional Time that Focuses on Early Literacy Skills

Nearly all (96%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to ensure *at promise* students are receiving an appropriate amount (i.e., intensity) of instructional time that focuses on early **literacy** skills.

See Figure 38 for a breakdown of the level of agreement for this reflectionnaire item.
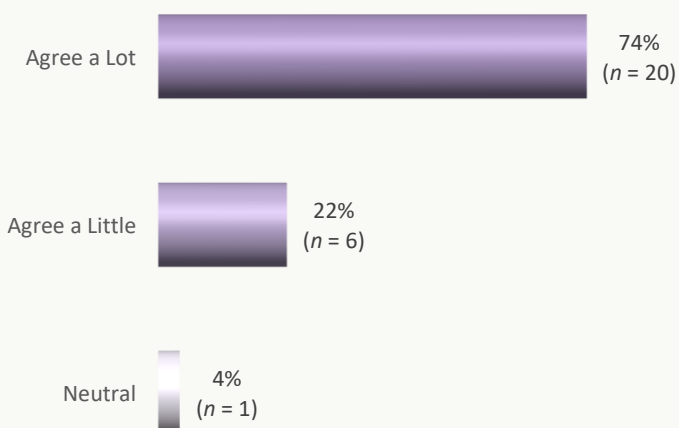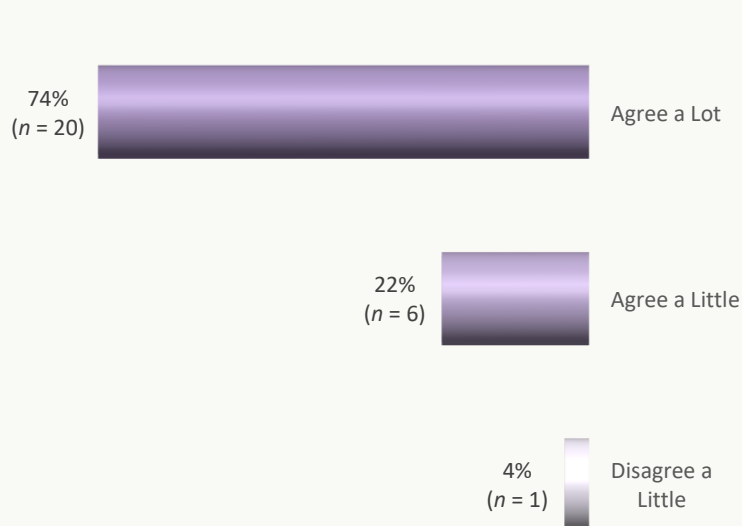
74%
(*n* = 20)
Agree a Lot

22%
(*n* = 6)
Agree a Little

4%
(*n* = 1)
Disagree a Little

Agree a Lot
74%
(*n* = 20)

Agree a Little
22%
(*n* = 6)

Neutral
4%
(*n* = 1)

Nearly all (96%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to ensure *at promise* students who are most in need are being prioritized for additional **literacy** support.

See Figure 39 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 39. Ensure *At Promise* Students Who Are Most in Need are Being Prioritized Additional Literacy Support

Nearly all (96%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them to identify where *at promise* students' are at in their **literacy** development in order to meet their needs.

See Figure 40 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 40. Identify Where *At Promise* Students are at in their Literacy Development in Order to Meet their Needs

81% (*n* = 22)	Agree a Lot
15% (*n* = 4)	Agree a Little
4% (*n* = 1)	Disagree a Little

Agree a Lot	78% (*n* = 21)
Agree a Little	18% (*n* = 5)
Neutral	4% (*n* = 1)
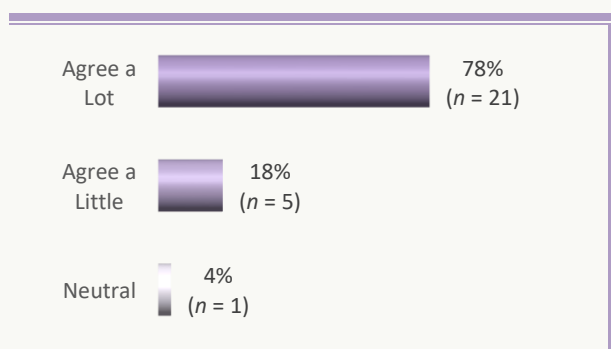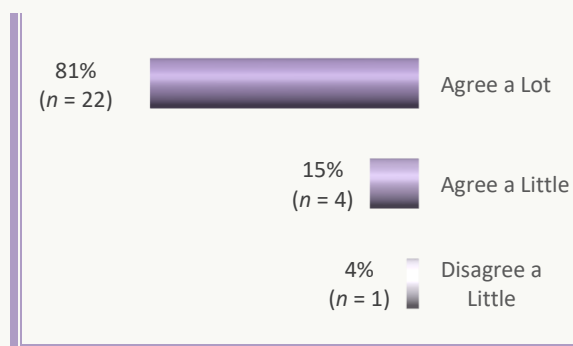
Figure 41. Ensure Appropriate Early Literacy Supports and Resources are Available and Being Used to Meet the Needs of *At Promise* Students

Nearly all (96%) **Early Literacy and Classroom Teachers** agreed that the initiative ensuring appropriate early **literacy** supports and resources are available and being used to meet the needs of *at promise* students.

See Figure 41 for a breakdown of the level of agreement for this reflectionnaire item.

Almost nine in ten (88.5%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful in supporting them in being flexible and careful in their scheduling to meet the needs of *at promise* students'.

See Figure 42 for a breakdown of the level of agreement for this reflectionnaire item.

81% (*n* = 22)	Agree a Lot
7.5% (*n* = 2)	Agree a Little
4% (*n* = 1)	Neutral
7.5% (*n* = 2)	Disagree a Lot
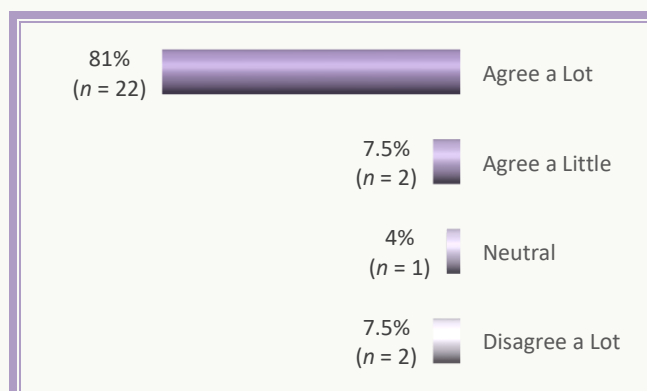
Figure 42. Be Flexible and Careful in Scheduling to Meet the Needs of *At Promise* Students

Figure 43. *At Promise* Students Have Made Improvements in their Understanding of Literacy Skills

About nine in ten (92%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful as *at promise* students have made improvements in their understanding of **literacy** skills.

See Figure 43 for a breakdown of the level of agreement for this reflectionnaire item.
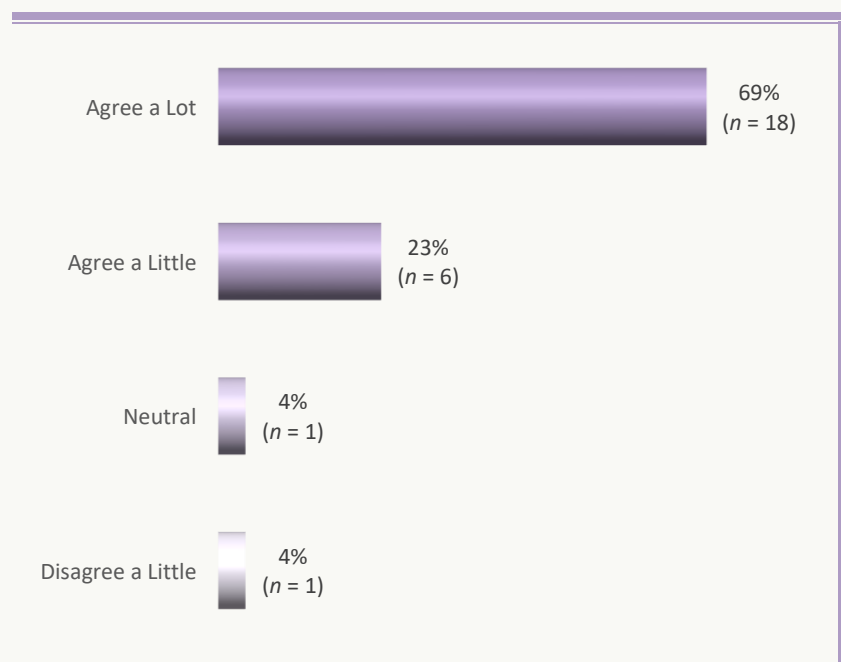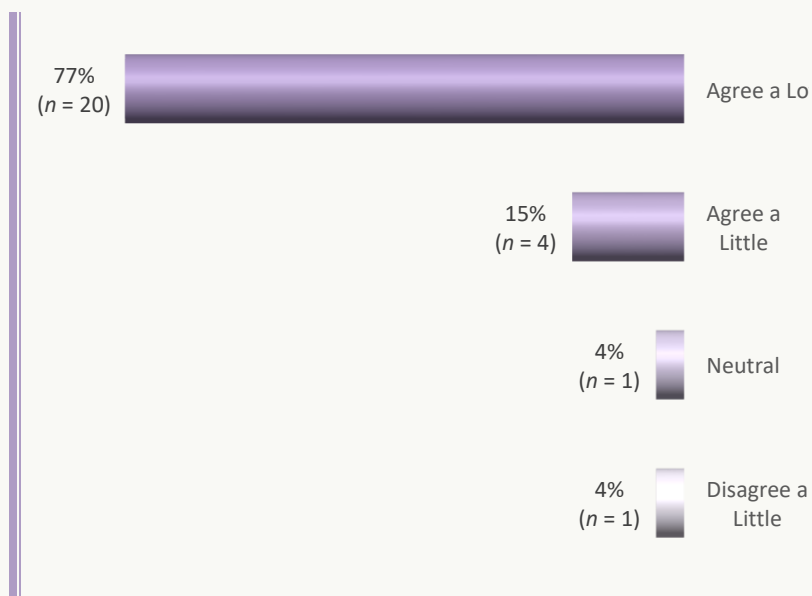
77%
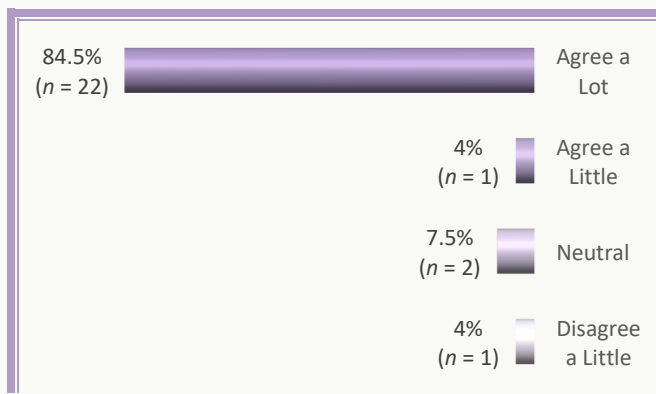(*n* = 20)   Agree a Lo

15%
(*n* = 4)   Agree a Little

4%
(*n* = 1)   Neutral

4%
(*n* = 1)   Disagree a Little

Agree a Lot   69%
(*n* = 18)

Agree a Little   23%
(*n* = 6)

Neutral   4%
(*n* = 1)

Disagree a Little   4%
(*n* = 1)

About nine in ten (92%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better able to communicate their understanding of **literacy** skills.

See Figure 44 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 44. *At Promise* Students Are Better Able to Communicate their Understanding of Literacy Skills

Figure 45. *At Promise* Students are Better Able to Apply their Literacy Skills
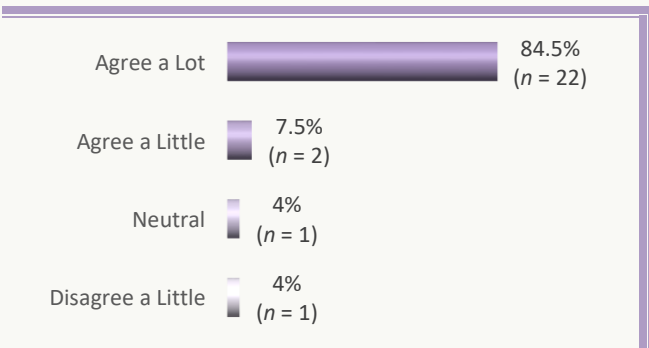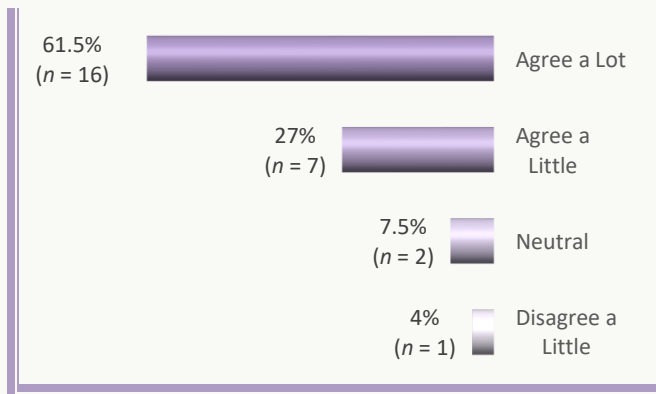
About eight in ten (88.5%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better able to apply their **literacy** skills (e.g., process, analyze, and problem solve).

See Figure 45 for a breakdown of the level of agreement for this reflectionnaire item.

61.5%
(*n* = 16) — Agree a Lot

27%
(*n* = 7) — Agree a Little

7.5%
(*n* = 2) — Neutral

4%
(*n* = 1) — Disagree a Little

Agree a Lot — 84.5% (*n* = 22)

Agree a Little — 7.5% (*n* = 2)

Neutral — 4% (*n* = 1)

Disagree a Little — 4% (*n* = 1)

Figure 46. *At Promise* Students are More Engaged in Literacy Activities

About nine in ten (92%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are more engaged in **literacy** activities.

See Figure 46 for a breakdown of the level of agreement for this reflectionnaire item.

Almost nine in ten (88.5%) **Early Literacy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better positioned to reach their full potential in their **literacy** skills.

See Figure 47 for a breakdown of the level of agreement for this reflectionnaire item.

84.5%
(*n* = 22) — Agree a Lot

4%
(*n* = 1) — Agree a Little

7.5%
(*n* = 2) — Neutral

4%
(*n* = 1) — Disagree a Little

Figure 47. *At Promise* Students are Better Positioned to Reach their Full Potential in their Literacy Skills

4.3. RESULTS: EARLY NUMERACY SUPPORT

Early Numeracy and Classroom Teachers were asked a series of questions in which they were able to respond to the following:

➢ Purpose of the initiative;

➢ What initiative activities looked like in the classroom; and

➢ Initiative effectiveness and impacts since moving online.

Early Numeracy and Classroom Teachers were asked to rate their level of agreement for a series of sentences based on the majority of their face-to-face experiences with the ICEL initiative. The series of statements asked **Early Numeracy and Classroom Teachers** whether the initiative was successful in helping them to:

➢ Establish positive relationships, including with *at promise* students;

➢ Collaborate to co-plan and co-teach to support *at promise* students' **numeracy** development;

➢ Effectively problem solve in a collaborative way to support *at promise* students' **numeracy** development; and

➢ Effectively plan, assess, and build competencies.

➢ Meet the needs of *at promise* students;

➢ Improve the **numeracy** skills and outcomes *at promise* students.

Figure 48. Establishing Positive Relationships

About eight in ten (82%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to establish positive relationships.

See Figure 48 for a breakdown of the level of agreement for this reflectionnaire item.
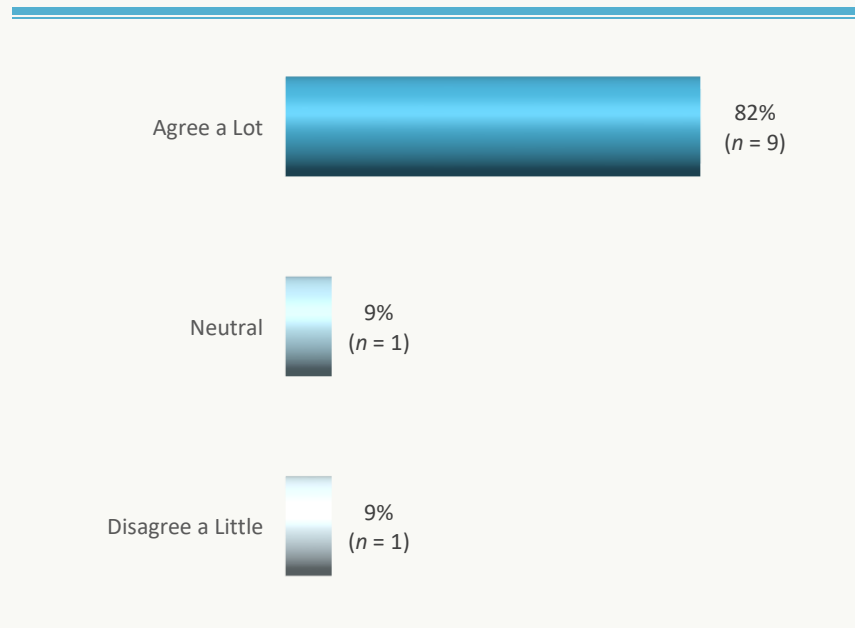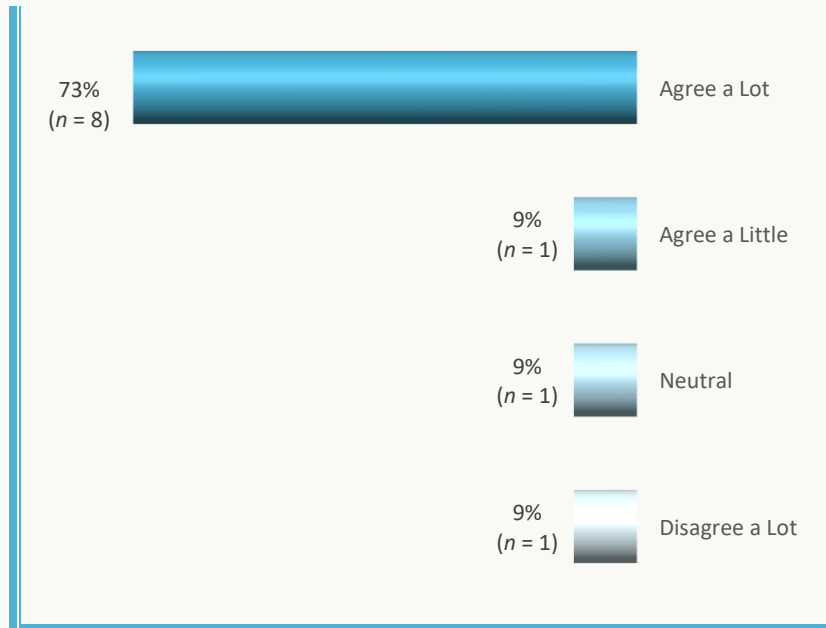
73%
(*n* = 8)   Agree a Lot

9%
(*n* = 1)   Agree a Little

9%
(*n* = 1)   Neutral

9%
(*n* = 1)   Disagree a Lot

Agree a Lot   82%
(*n* = 9)

Neutral   9%
(*n* = 1)

Disagree a Little   9%
(*n* = 1)

About eight in ten (82%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to establish positive relationships with *at promise* students.

See Figure 49 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 49. Establishing Positive Relationships with *At Promise* Students

About eight in ten (82%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to collaborate to co-plan to support *at promise* students' **numeracy** development.

See Figure 51 for a breakdown of the level of agreement for this reflectionnaire item.

64% (*n* = 7)	Agree a Lot
18% (*n* = 2)	Agree a Little
9% (*n* = 1)	Disagree a Little
9% (*n* = 1)	Disagree a Lot
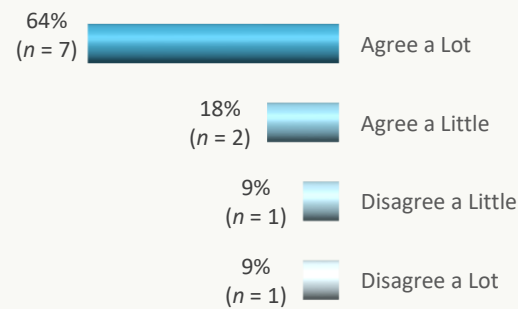
Figure 50. Collaborating to *Co-Plan* to Support *At Promise* Students' Numeracy Development

Figure 51. Collaborating to *Co-Teach* to Support *At Promise* Students' Numeracy Development

Agree a Lot		64% (*n* = 7)
Agree a Little		9% (*n* = 1)
Disagree a Little		9% (*n* = 1)
Disagree a Lot		18% (*n* = 2)
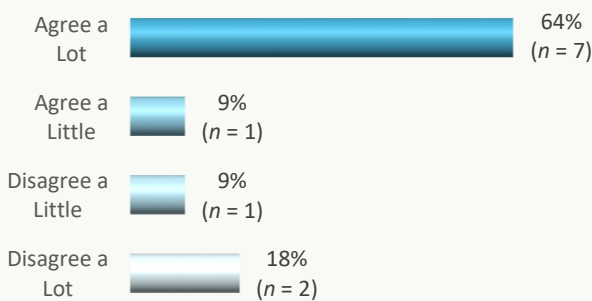
About seven in ten (73%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to collaborate to co-teach to support *at promise* students' **numeracy** development.

See Figure 51 for a breakdown of the level of agreement for this reflectionnaire item.

About eight in ten (82%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to effectively problem solve to support *at promise* students' **numeracy** development.

See Figure 52 for a breakdown of the level of agreement for this reflectionnaire item.

54.5% (*n* = 6)	Agree a Lot
27.5% (*n* = 3)	Agree a Little
9% (*n* = 1)	Disagree a Little
9% (*n* = 1)	Disagree a Lot
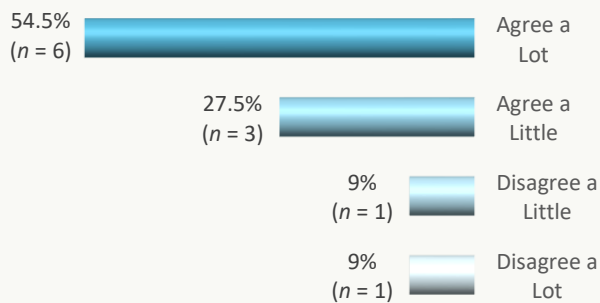
Figure 52. Effectively Problem Solving in a Collaborati[ve] Way to Support *At Promise* Students Numeracy Development

About nine in ten (89%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in embedding school district' Priority Practices into the curriculum. Similarly, approximately nine in ten (90%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in implementing best practices in teaching **numeracy** competencies. See Figures 53 and 54 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 53. Embed School District's Priority Practices into the Curriculum

55.5% (*n* = 5) — Agree a Lot

33.5% (*n* = 3) — Agree a Little

11% (*n* = 1) — Neutral
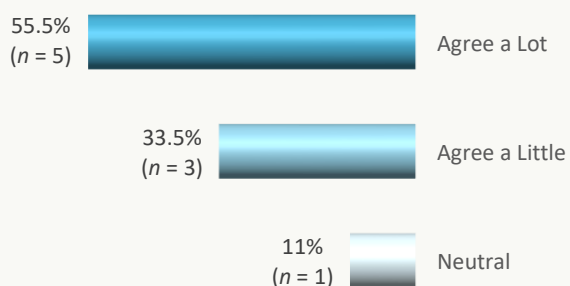
Figure 54. Implement Best Practices in Teaching Numeracy Competencies

Agree a Lot — 60% (*n* = 6)

Agree a Little — 30% (*n* = 3)

Neutral — 10% (*n* = 1)

60% (*n* = 6) — Agree a Lot

20% (*n* = 2) — Agree a Little

20% (*n* = 2) — Neutral

Agree a Lot — 50% (*n* = 5)

Agree a Little — 20% (*n* = 2)

Neutral — 30% (*n* = 3)
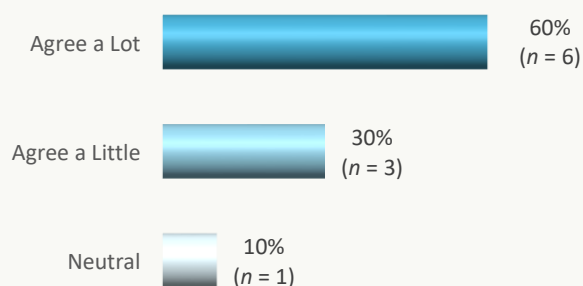
Figure 55. Develop a Greater Understanding of the Curricular Competencies Within the BC Redesigned Curriculum
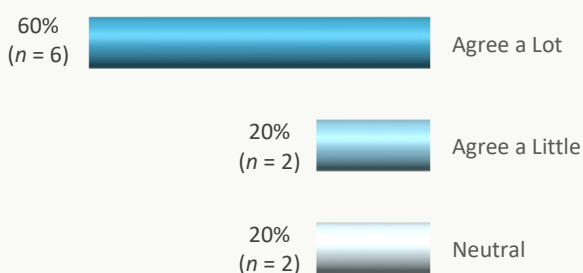
Figure 56. Increase Planning Around the Curricular Competencies Within the BC Redesigned Curriculum
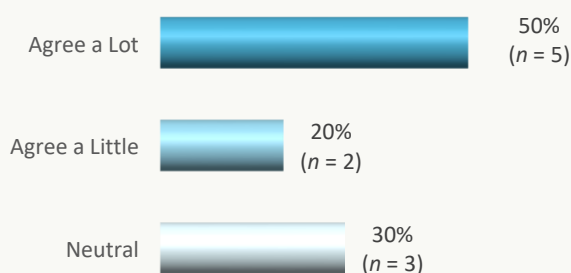
Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to develop a greater understanding of the curricular competencies within the BC redesigned curriculum. Approximately seven in ten (70%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to increase planning around the curricular competencies within the BC redesigned curriculum. See Figures 55 and 56 for a breakdown of the level of agreement for this reflectionnaire item.

Approximately nine in ten (90%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to strategically group *at promise* students to maximize their learning. Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to assume a strength-based, growth mindset approach when supporting *at promise* students. See Figures 57 and 58 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 57. Strategically Group *At Promise* Students to Maximize their Learning

50% (*n* = 5) — Agree a Lot
40% (*n* = 4) — Agree a Little
10% (*n* = 1) — Disagree a Little
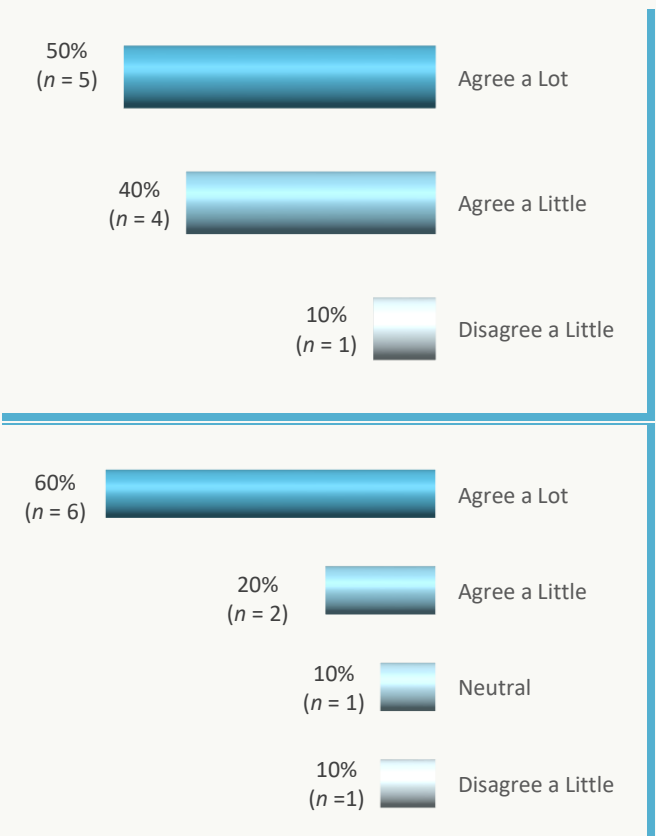
Figure 58. Assume a Strength-Based, Growth Mindset Approach When Supporting *At Promise* Students

Agree a Lot — 60% (*n* = 6)
Agree a Little — 20% (*n* = 2)
Neutral — 20% (*n* = 2)

60% (*n* = 6) — Agree a Lot
20% (*n* = 2) — Agree a Little
10% (*n* = 1) — Neutral
10% (*n* =1) — Disagree a Little
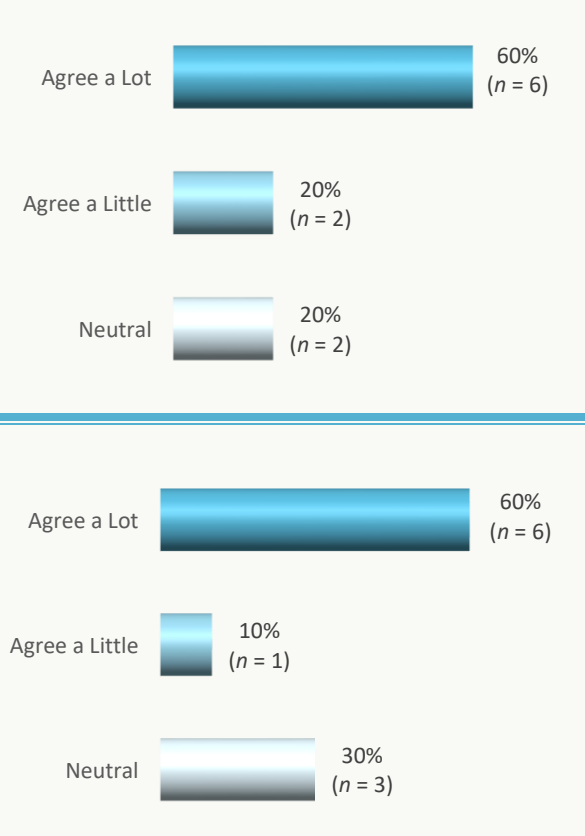
Figure 59. Increase Utilization of Meaningful and Appropriate Assessment Strategies

Agree a Lot — 60% (*n* = 6)
Agree a Little — 10% (*n* = 1)
Neutral — 30% (*n* = 3)

Figure 60. Improve Leadership Capacity

Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in increasing their utilization of meaningful and appropriate assessment strategies. Approximately seven in ten (70%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in improving their leadership capacity (e.g., Sharing learning with colleagues, through Pro-D opportunities). See Figures 59 and 60 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 61. Ensure *At Promise* Students are Receiving an Appropriate Amount of Instructional Time that Focuses on Early Numeracy Skills

Approximately seven in ten (70%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to ensure *at promise* students are receiving an appropriate amount (i.e., intensity) of instructional time that focuses on early **numeracy** skills.

See Figure 61 for a breakdown of the level of agreement for this reflectionnaire item.
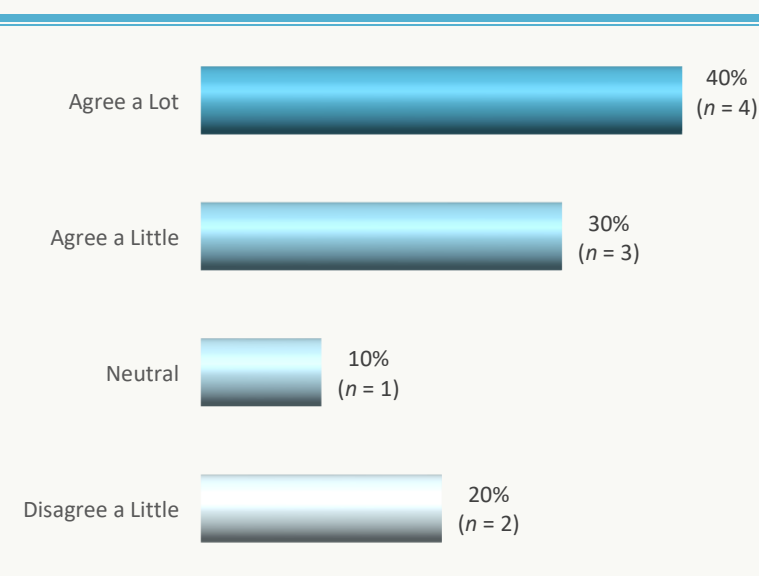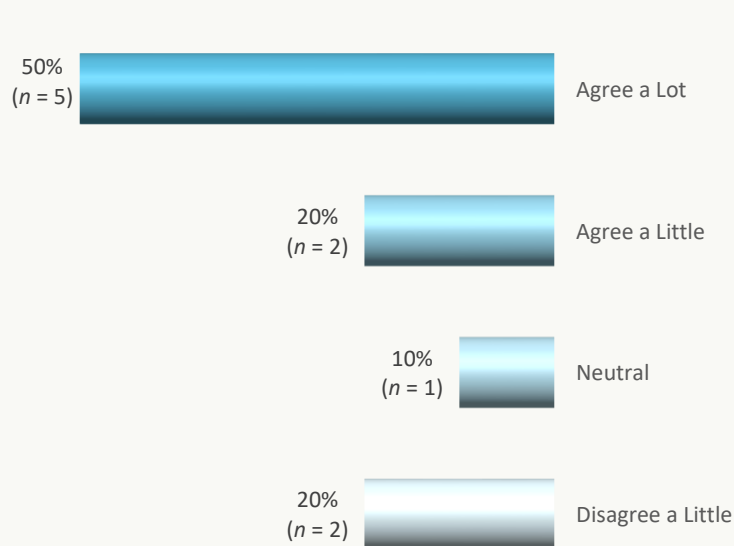
50%
(*n* = 5)   Agree a Lot

20%
(*n* = 2)   Agree a Little

10%
(*n* = 1)   Neutral

20%
(*n* = 2)   Disagree a Little

Agree a Lot   40%
(*n* = 4)

Agree a Little   30%
(*n* = 3)

Neutral   10%
(*n* = 1)

Disagree a Little   20%
(*n* = 2)

Approximately seven in ten (70%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to ensure *at promise* students who are most in need are being prioritized for additional **numeracy** support.

See Figure 62 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 62. Ensure *At Promise* Students Who Are Most in Need are Being Prioritized Additional Numeracy Support

Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them to identify where *at promise* students' are at in their **numeracy** development in order to meet their needs.

See Figure 63 for a breakdown of the level of agreement for this reflectionnaire item.

50% (*n* = 5)	Agree a Lot
30% (*n* = 3)	Agree a Little
20% (*n* = 2)	Neutral
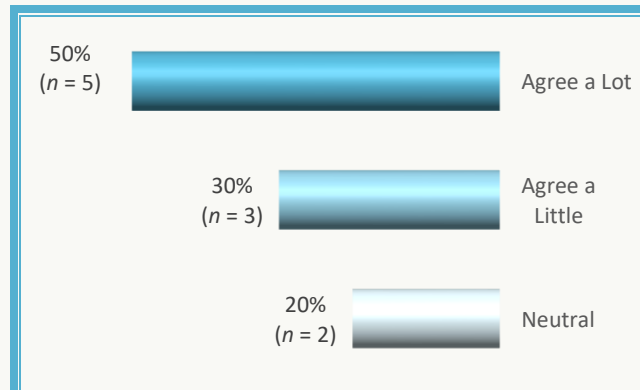
Figure 63. Identify Where *At Promise* Students are at in their Numeracy Development in Order to Meet their Needs

Agree a Lot	50% (*n* = 5)
Agree a Little	40% (*n* = 4)
Neutral	10% (*n* = 1)
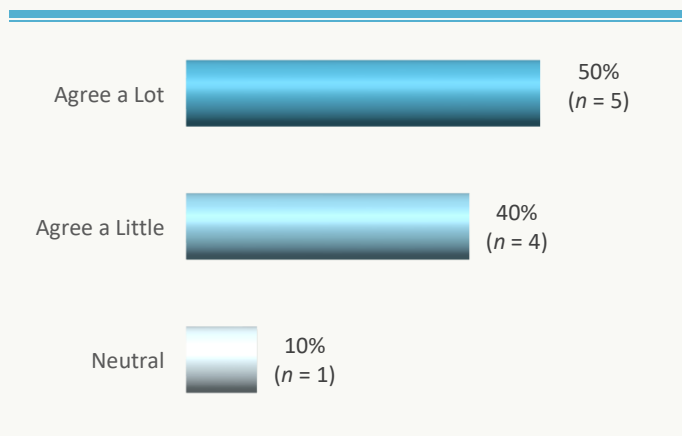
Figure 64. Ensure Appropriate Early Numeracy Supports and Resources are Available and Being Used to Meet the Needs of *At Promise* Students

Approximately nine in ten (90%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in ensuring appropriate early **numeracy** supports and resources are available and being used to meet the needs *at promise* students.

See Figure 64 for a breakdown of the level of agreement for this reflectionnaire item.

Almost nine in ten (88.5%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful in supporting them in being flexible and careful in their scheduling to meet the needs of *at promise* students'.

See Figure 65 for a breakdown of the level of agreement for this reflectionnaire item.

30% (*n* = 3)	Agree a Lot
30% (*n* = 3)	Agree a Little
20% (*n* = 2)	Neutral
10% (*n* = 1)	Disagree a Little
10% (*n* = 1)	Disagree a Lot
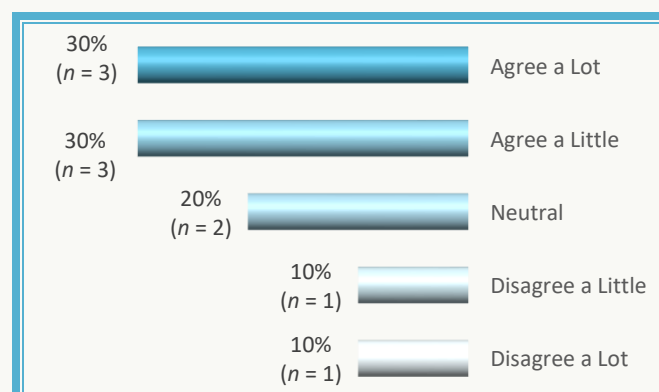
Figure 65. Be Flexible and Careful in Scheduling to Meet the Needs of *At Promise* Students

Figure 66. *At Promise* Students Have Made Improvements in Their Understanding of Numeracy Skills

Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful as *at promise* students have made improvements in their understanding of **numeracy** skills.

See Figure 66 for a breakdown of the level of agreement for this reflectionnaire item.
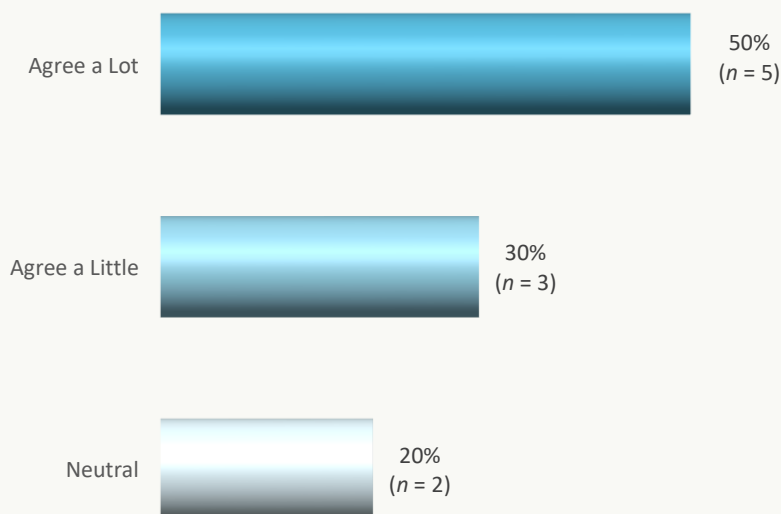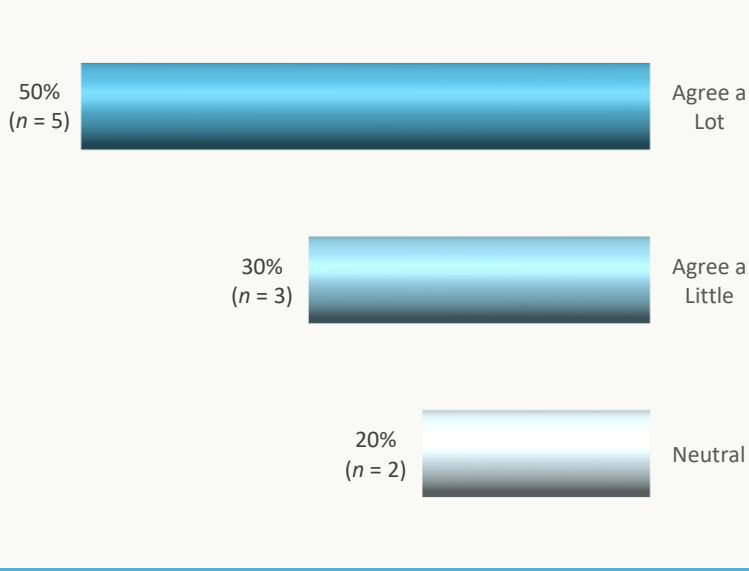
50% (*n* = 5)	Agree a Lot
30% (*n* = 3)	Agree a Little
20% (*n* = 2)	Neutral

Agree a Lot	50% (*n* = 5)
Agree a Little	30% (*n* = 3)
Neutral	20% (*n* = 2)

Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better able to communicate their understanding of **numeracy** skills.

See Figure 67 for a breakdown of the level of agreement for this reflectionnaire item.

Figure 67. *At Promise* Students Are Better Able to Communicate their Understanding of Numeracy Skills

Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better able to apply their **numeracy** skills (e.g., process, analyze, and problem solve).

See Figure 68 for a breakdown of the level of agreement for this reflectionnaire item.
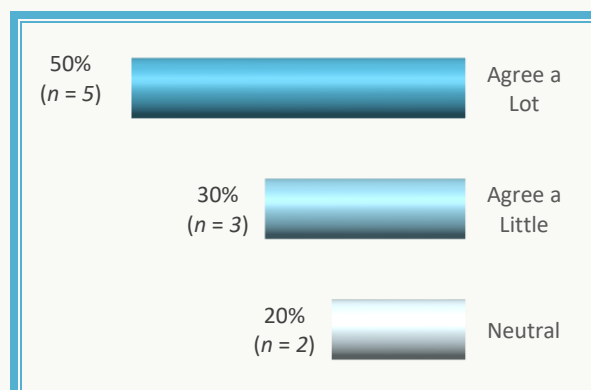
Figure 68. *At Promise* Students are Better Able to Apply their Numeracy Skills
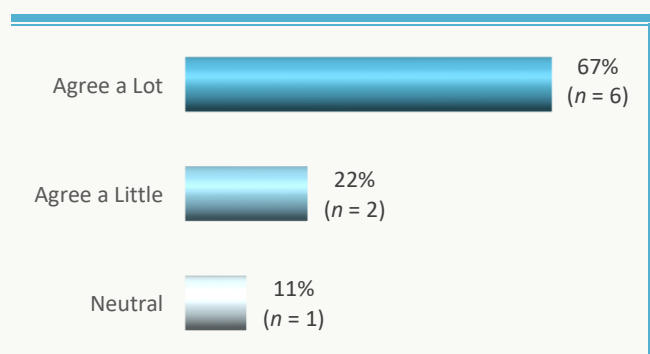
Figure 69. *At Promise* Students are More Engaged in Numeracy Activities

About nine in ten (89%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are more engaged in **numeracy** activities.

See Figure 69 for a breakdown of the level of agreement for this reflectionnaire item.

Approximately eight in ten (80%) **Early Numeracy and Classroom Teachers** agreed that the initiative was successful as *at promise* students are better positioned to reach their full potential in their **numeracy** skills.

See Figure 70 for a breakdown of the level of agreement for this reflectionnaire item.
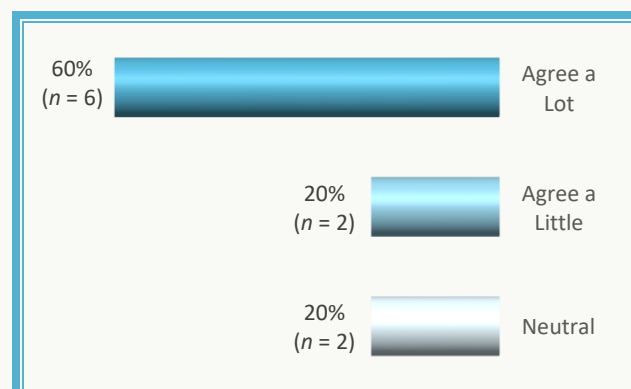
Figure 70. *At Promise* Students are Better Positioned to Reach their Full Potential in their Numeracy Skills

5.0. Conclusions and Recommendations

5.1. CONCLUSIONS

Approximately 38 reflectionnaires were submitted by Early Learning and Classroom Teachers analyzed. Data was split into three groups and analyzed. The first grouping included Early Literacy Teachers, Early Numeracy Teachers, and Classroom Teachers. The second grouping included Early Literacy Teachers and Classroom Teachers who responded to the literacy portion of the reflectionnaire. The third grouping included Early Numeracy Teachers and Classroom Teachers who responded to the numeracy portion of the reflectionnaire. Below is a summary of results.

INITIATIVE PURPOSE AND WHAT ACTIVITIES LOOK LIKE IN THE CLASSROOM

Participants were asked to describe the purpose of the initiative, who the initiative targets, and their experiences transitioning to an online format. The following is a breakdown of the responses by all participant groups:

Participants in the evaluation were asked to identify which student population the initiative was targeted towards. The majority participants who discussed the purpose of the initiative identified either *all students* or *all students, especially at promise students* as the target of the initiative.

Initiative Targets All Students	Initiative Targets All Students, Especially *At Promise* Students	Initiative Targets *At Promise* Students
50%	*19%*	*31%*

Participants were asked how initiative activities look like in the classroom. The majority of mentions were related to Learning and Support for Students (82%), while a smaller portion of mentions were related to Resources, Collaboration Time, and Instruction Support for Classroom Teachers (18%).

Theme	Activities	Percentage
Learning and Support for Students	6. Small and mixed group instruction and activities	20%
	7. Targeted, differentiated, and one-to-one instruction and activities	18%
	8. Whole group and general instruction and activities	16.5%
	9. Story and writing workshops	12.5%
	10. Literacy stations	10%
	11. Guided reading, read aloud, and reading response activities	5%
Resources, Collaboration Time, and Instruction Support for Classroom Teachers	12. Assessment, collaboration, planning, and modelling of instruction	11%
	13. Provide co-teaching activities	7%

SUCCESSES AND CHALLENGES TRANSITIONING THE INITIATIVE ONLINE

Participants were asked how the initiative had changed, if at all, since moving online. Overall, nearly six in ten (58%) participants indicated that there was continued effectiveness. About four in ten (42%) identified challenges or had varying success with continuing the effectiveness of the initiative in an online format.

Successes and challenges identified included: 1) effectiveness of collaboration (48%); 2) impact on attitudes and engagement (14%); 3) providing additional experience, knowledge, and resources (31.5%); and 4) providing additional time and support (6.5%).

Approximately four in ten (40%) participants indicated that there continued to be *effective collaboration* (33.5%) when the initiative transitioned to an online format and the initiative continued to have a *positive impact on attitudes and engagement among students* (6.5%).

About two in ten (18%) participants indicated that the initiative was successful in *providing additional experience, knowledge, and resources* (9%) and *additional time and support* (15%) since moving online.

However, there were challenges and varying successes moving to an online format. About four in ten (42%) of the responses either identified collaboration challenges (33.5%) with the online format or had varying success (8.5%).

Nearly three in ten (27.5%) participants identified challenges or had varying successes with *providing additional experience, knowledge, and resources* (5%) and *additional time and support* (22.5%) as part of the online format.

ESTABLISHING POSITIVE RELATIONSHIPS

Participants were asked to rate their level of agreement on a series of statements related to the initiative supporting relationship building between Early Learning Teachers, Classroom Teachers, and students. A summary of results is provided below.

The majority of participants agreed the initiative was successful in supporting participants in establishing positive relationships.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
93% Agreed	*82% Agreed*	*90% Agreed*

The majority of participants agreed the initiative was successful in establishing positive relationships with *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
93% Agreed	*82% Agreed*	*92% Agreed*

The majority of participants agreed the initiative was successful in supporting collaboration to co-plan to support *at promise* students' literacy and numeracy development.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89.5% Agreed	*82% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful in supporting collaboration to co-teach to support *at promise* students' literacy and numeracy development.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89.5% Agreed	*73% Agreed*	*87% Agreed*

The majority of participants agreed the initiative was successful in supporting collaboration to effectively problem solve to support *at promise* students' literacy and numeracy development.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89.5% Agreed	*82% Agreed*	*86% Agreed*

EFFECTIVELY PLANNING, ASSESSING, AND BUILDING COMPETENCIES

Participants were asked to rate their level of agreement on a series of statements related to the initiative supporting effective planning, assessment, and competence building. A summary of results is provided below.

The majority of participants agreed the initiative was successful in embedding school district' Priority Practices into the curriculum.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
100% Agreed	*89% Agreed*	*97% Agreed*

The majority of participants agreed the initiative was successful in implementing best practices in teaching literacy and numeracy competencies.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
100% Agreed	90% Agreed	97% Agreed

The majority of participants agreed the initiative was successful in supporting participants to develop a greater understanding of the curricular competencies within the BC redesigned curriculum.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
84% Agreed	80% Agreed	83.5% Agreed

The majority of participants agreed the initiative was successful in supporting participants to increase planning around the curricular competencies within the BC redesigned curriculum.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
84% Agreed	70% Agreed	80% Agreed

The majority of participants agreed the initiative was successful in supporting participants to strategically group *at promise* students to maximize their learning.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
89% Agreed	90% Agreed	89% Agreed

Initiative was successful in supporting participants to assume a strength-based, growth mindset approach when supporting *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
96.5% Agreed	80% Agreed	92% Agreed

The majority of participants agreed the initiative was successful in increasing their utilization of meaningful and appropriate assessment strategies.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
100% Agreed	80% Agreed	94% Agreed

The majority of participants agreed the initiative was successful in improving their leadership capacity (e.g., Sharing learning with colleagues, through Pro-D opportunities).

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
88% Agreed	70% Agreed	83% Agreed

SUPPORTING THE NEEDS OF AT PROMISE STUDENTS

Participants were asked to rate their level of agreement on a series of statements related to the initiative supporting the development of students' literacy and numeracy skills. A summary of results is provided below.

The majority of participants agreed the initiative was successful in supporting them to ensure *at promise* students are receiving an appropriate amount (i.e., intensity) of instructional time that focuses on early literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
96% Agreed	*70% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful in supporting them to ensure *at promise* students who are most in need are being prioritized for additional literacy and numeracy support.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
96% Agreed	*70% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful in supporting them to identify where *at promise* students' are at in their literacy and numeracy development in order to meet their needs.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
96% Agreed	*80% Agreed*	*92.5% Agreed*

The majority of participants agreed the initiative was successful in ensuring appropriate early literacy and numeracy supports and resources are available and being used to meet the needs of *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
96% Agreed	*90% Agreed*	*95% Agreed*

The majority of participants agreed the initiative was successful in supporting them in being flexible and careful in their scheduling to meet the needs of *at promise* students.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
88.5% Agreed	*88.5% Agreed*	*89% Agreed*

ACHIEVING OUTCOMES OF AT PROMISE STUDENTS

Participants were asked to rate their level of agreement on a series of statements related to the initiative achieving its objectives of improving students' understanding and utilization of literacy and numeracy skills. A summary of results is provided below.

The majority of participants agreed the initiative was successful as *at promise* students have made improvements in their understanding of literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
92% Agreed	*80% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are better able to communicate their understanding of literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	All Early Learning and Classroom Teachers
92% Agreed	*80% Agreed*	*89% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are better able to apply their literacy and numeracy skills (e.g., process, analyze, and problem solve).

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
88.5% Agreed	*80% Agreed*	*86% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are more engaged in literacy and numeracy activities.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
92% Agreed	*89% Agreed*	*91% Agreed*

The majority of participants agreed the initiative was successful as *at promise* students are better positioned to reach their full potential in their literacy and numeracy skills.

Early Literacy and Classroom Teachers	Early Numeracy and Classroom Teachers	**All Early Learning and Classroom Teachers**
88.5% Agreed	*80% Agreed*	*86% Agreed*

5.2. RECOMMENDATIONS

The following is a list of recommendations for building upon current efforts and results of the Inner City Early Learning initiative. Recommendations are based on a combination of participant-provided recommendations and analysis of reflectionnaires gathered from participants.

Recommendation #1.

➢ **Recommendation Activity:** Continue to message and raise awareness of the targets of the initiative to ensure the purpose and objectives of the initiative are understood and *at promise* students are the primary focus of early learning supports.

Recommendation #2.

➢ **Recommended Activity:** Continue to support collaborative efforts between Early Learning Teachers and Classroom Teachers and identify strategies and resources that takes into account the increase in online instruction (e.g., Professional Development workshops, information and learning sharing sessions).

Recommendation #3.

➢ **Recommended Activity:** Identify opportunities to expand the numeracy supports offered to meet the needs of *at promise* students identified by Classroom Teachers.

Recommendation #4.

- **Recommended Activity:** Explore and implement alternative program delivery models and activities that would maximize the resources the initiative offers, which necessarily includes:

    o Identifying and following best evidence, best practices that would enhance the impacts of the initiative on student' literacy and numeracy development;

    o Ensuring the <u>intensity of the supports</u> provided to make meaningful impacts are put in place (i.e., identifying the number of instructional hours per session and the number of sessions for each *at promise* student);

    o Developing tiers of *at-promise* students that prioritize those students in most need of early learning supports;

    o Explore or create opportunities for *at promise* students to receive early learning supports such as:

        ✓ Organizing peer literacy and numeracy support networks where *at promise* students receive additional support from older peers;

        ✓ Creating volunteer co-op positions that would simultaneously meet course or program requirements of adult learners and provide necessary supports for *at promise* students;

        ✓ Designing parent and family programs that supports at promise students' literacy and numeracy development.

Recommendation #5.

- **Recommended Activity:** Ensure assessments of student' learning and program impacts are being regularly conducted (e.g., administration ELPATS, iterative collection of data from Early Learning and Classroom Teachers).

Appendix A. Early Learning Teacher Reflectionnaire

To support planning and programming, and to answer the question, *How Are We Doing?*, we would like to ask you a few questions about your experiences providing face-to-face support as an Early Learning Teacher with the Inner City Early Learning Support initiative (ICEL). We are asking members of the Early Learning Support Team like you to complete this reflectionnaire for the purpose of exploring the following areas of interest:

- Awareness of the roles and objectives of the ICEL initiative
- ELS planning and delivery
- School Team outcomes and,
- ELS initiative strengths and sustainability

If you are not familiar with the subject matter of any of the questions, please continue onto the next section. Your responses will be summarized along with those of others for the purposes of the report, such that personal anonymity is maintained. Thank you for your participation.

Awareness of the Roles and Objectives of the ICEL Initiative

1. How many years have you been with the ICEL initiative?

	Literacy	Numeracy
a. Less than 1 year	☐	☐
b. 1 to 2 years	☐	☐
c. 2 to 3 years	☐	☐
d. 3 to 4 years	☐	☐
e. 4 to 5 years	☐	☐
f. 5 to 6 years	☐	☐
g. 6 to 7 years	☐	☐
h. 7 to 8 years	☐	☐

2. In which classroom grade(s) did you collaborate with a teacher during the 2019-2020 academic year?

	Literacy	Numeracy
a. Kindergarten	☐	☐
b. Grade 1	☐	☐

3. Please share with me your role and experiences with the ICEL initiative.

4. What purpose and objectives does the ICEL initiative serve?

5. Based on your experience, what do ICEL activities look like in the classrooms you collaborate in?

6.   Please describe the oversight and support, if any, you believe has been provided to Early Literacy and Early Numeracy Teachers.

7.   Please describe what resources and support, if any, have been supportive in carrying out ICEL initiative activities.

8.   Please describe what resources and support, if any, could be improved for carrying out ICEL initiative activities.

9.   How has the current online dynamic of collaborating changed?

Impacts from Participating in Inner City Early Learning Initiative Activities

10. Based on what you have seen or have been told, what overall impact, if any, have ICEL activities had on students?

11. Based on what you have seen or have been told, what overall impact, if any, have ICEL activities had on teachers?

12. How has the effectiveness of the supports changed, if at all, since moving your role and collaboration online?

Directions: *Please rate the following sentences based on the **majority of your face-to-face experiences** providing Early Learning Support as part of the initiative by checking the literacy (L) and/or numeracy (N) boxes that pertain to you.*

13. Overall, I have been successful in…	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. Establishing a **positive relationship with the classroom teacher**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Establishing a **positive relationship with** *at promise* **students**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Collaborating with the classroom teacher to **co-plan** creative ways to support *at promise* students' literacy and/or numeracy development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Collaborating with the classroom teacher to **co-teach** in ways that *support at promise* students' literacy and/or numeracy development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. **Effectively problem solve** in a collaborative way with the classroom teacher to support *at promise* students' literacy and/or numeracy development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

f. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

Directions: *Please rate the following sentences based on the **majority of your face-to-face experiences** providing Early Learning Support as part of the initiative by checking the literacy (L) and/or numeracy (N) boxes that pertain to you.*

14. Overall, this initiative has been effective in supporting me to support teachers to…	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. **Embed school district's Priority Practices** into the curriculum	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. **Implement best practices** in teaching literacy and/or numeracy competencies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. **Have a greater understanding of the curricular competencies** within the BC redesigned curriculum	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. **Plan around the curricular competencies** within the BC redesigned curriculum	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. **Strategically group** *at promise* students to maximize their learning	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. **Assume a strength-based, growth mindset approach** when supporting *at promise* students	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. **Increase the utilization** of meaningful and appropriate assessment strategies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. **Improve their leadership capacity** (e.g., Sharing learning with colleagues, through Pro-D opportunities, and allowing for colleague observations of their teaching)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

i. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

Directions: *Please rate the following sentences based on the **majority of your face-to-face experiences** providing Early Learning Support as part of the initiative by checking the literacy (L) and/or numeracy (N) boxes that pertain to you.*

15. Overall, my role in providing Early Learning Support has ensured that…	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. *At promise* students are **receiving an appropriate amount (i.e., intensity) of instructional time (e.g., intensity)** that focuses on early literacy and/or early numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. *At promise* students who are **most in need are being prioritized** for additional Early Learning Support	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. I am able to collaborate with the teacher(s) in **identifying where *at promise* students are** in their numeracy and/or numeracy development in order to meet their needs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. **Appropriate resources are available and being used** to meet the needs of each *at promise* student	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. I am **flexible and careful in my scheduling** to meet the needs of *at promise* students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

f. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

Directions: *Please rate the following sentences based on the **majority of your face-to-face experiences** providing Early Learning Support as part of the initiative by checking the literacy (L) and/or numeracy (N) boxes that pertain to you.*

16. Overall, additional Early Learning Support has…	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. Helped *at promise* students make **improvements in their understanding** of literacy or numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Helped *at promise* students to **better communicate their understanding** of literacy or numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Helped *at promise* students to **better apply their literacy and numeracy skills** (e.g., process, analyze, problem solve)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Helped *at promise* students to be **more engaged in literacy or numeracy activities**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Helped *at promise* students to be **better positioned to reach their full potential** in their literacy or numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

f. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

17. What, if any, are the strengths of the ICEL initiative?

18. What areas, if any, can the ICEL initiative improve upon?

19. What strengths, if any, can be further built up so the ICEL initiative is strong and sustainable?

20. What successes or success stories, if any, can you share that highlight the impacts of the ICEL initiative?

21. How, if at all, might the ICEL initiative be expanded?

THANK YOU FOR YOUR TIME

Appendix B. ICEL Classroom Teacher Reflectionnaire

To support planning and programming, and to answer the question, *How Are We Doing?*, we would like to ask you a few questions about your experiences collaborating face-to-face with an Early Learning Support teacher who was part of the Inner City Early Learning (ICEL) initiative. We are asking classroom teachers like you to complete this reflectionnaire for the purpose of exploring the following areas of interest:

- Awareness of the roles and objectives of the ICEL initiative;
- Planning and delivery of ICEL activities;
- Impacts and outcomes of the ICEL initiative;
- Strengths and sustainability of the ICEL initiative

If you are not familiar with the subject matter of any of the questions, please continue onto the next section. Your responses will be summarized along with those of others for the purposes of the report, such that personal anonymity is maintained. Thank you for your participation.

Awareness of the Roles and Objectives of the ICEL Initiative

1. How many years have you collaborated with an Early Learning Support teacher?

	Literacy	Numeracy
a. Less than 1 year	☐	☐
b. 1 to 2 years	☐	☐
c. 2 to 3 years	☐	☐
d. 3 to 4 years	☐	☐
e. 4 to 5 years	☐	☐
f. 5 to 6 years	☐	☐
g. 6 to 7 years	☐	☐
h. 7 to 8 years	☐	☐

2. In which classroom grade did you collaborate with an Early Learning Support teacher during the 2019-2020 academic year?

	Literacy	Numeracy
a. Kindergarten	☐	☐
b. Grade 1	☐	☐

3. Please share with me your experiences with the ICEL initiative.

4. What purpose and objectives do you believe the ICEL initiative serve?

5. Based on your experience, what do ICEL activities look like in your classroom?

6. How has the current online dynamic of collaborating changed?

Planning and Delivery of the Inner City Early Learning Support Initiative

7. Please describe the **resources and support**, if any, that Early Literacy and/or Early Numeracy Teachers have provided that have been effective in carrying activities in your classroom.

8. Please describe the **resources and support**, if any, that Early Literacy and/or Early Numeracy Teachers have provided that could be improved for carrying out activities in your classroom.

Impacts from Participating in Inner City Early Learning Initiative Activities

9. Please describe, what impact, if any, the Early Literacy and/or Early Numeracy Teacher has had on students

10. Please describe, what impact, if any, the Early Literacy and/or Early Numeracy Teacher has had on your teaching practices.

11. How has the effectiveness of the supports changed, if at all, since the Early Learning Support teacher role and collaboration has moved online?

Directions: *Please rate the following sentences based on the **majority of your experiences** with the initiative by checking the literacy (L) and/or numeracy (N) boxes that pertain to you.*

12. Overall, the Early Learning Teacher and I have been successful in...	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. Establishing a **positive relationship with me.**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Establishing a **positive relationship with** *at promise* **students**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Collaborating with me to **co-plan** creative ways to support *at promise* students' literacy and/or numeracy development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Collaborating with me to **co-teach** in ways that support *at promise* students' literacy and numeracy development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. **Effectively problem solve** in a collaborative way with me to support *at promise* students' literacy and/or numeracy development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

f. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

13. Overall, this initiative has been effective in supporting me to…	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. **Embed the school district's Priority Practices** into the curriculum	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. **Implement best practices in teaching** literacy and/or numeracy competencies	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. **Develop a greater understanding of the curricular competencies** within the BC redesigned curriculum	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. **Increase my planning around the curricular competencies** within the BC redesigned curriculum	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. **Strategically group *at promise* students** to maximize their learning	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. **Assume a strength-based, growth mindset approach** when supporting *at promise* students	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. **Increase my utilization of meaningful and appropriate assessment strategies**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. **Improve my leadership capacity** (e.g., Sharing learning with colleagues, through Pro-D opportunities, and/or allowing for colleagues to observe my teaching)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

i. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

*__Directions:__ Please rate the following sentences based on the **majority of your experiences** with the initiative by checking the literacy (L) and/or numeracy (N) boxes that pertain to you.*

14. Overall, this initiative has been effective because…	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. We are ensuring *at promise* students are **receiving an appropriate amount (i.e., intensity) of instructional time** that focuses on early literacy or early numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. We are ensuring *at promise* students **who are most in need are being prioritized** for additional Early Learning Support	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. We are **identifying where** *at promise* students are in their literacy and/or numeracy development in order to meet their needs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. We are ensuring **appropriate resources are available and being used** to meet the needs of each *at promise* student	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Early Learning Support teachers are **flexible and careful in their scheduling** to meet the needs of *at promise* students.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

f. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

Directions: Please rate the following sentences based on the **majority of your experiences** with the initiative by checking the literacy (L) and/or numeracy (N) boxes that pertain to you.

15. As a result of additional Early Learning Support…	Disagree a Lot		Disagree a Little		Neutral		Agree a Little		Agree a Lot		Don't Know / No Opinion	
	L	N	L	N	L	N	L	N	L	N	L	N
a. *At promise* students have made **improvements in their understanding** of literacy and/or numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. *At promise* students are **better able to communicate their understanding** of literacy and/or numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. *At promise* students are **better able to apply their literacy and/or numeracy skills** (e.g., process, analyze, problem solve)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. *At promise* students are **more engaged in literacy and/or numeracy activities**	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. **At promise** students are **better positioned to reach their full potential** in their literacy and/or numeracy skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

f. If there were **any outliers** in your experiences, please elaborate.	L	
	N	

16. What, if any, are the strengths of the ICEL initiative?

17. What areas, if any, can the ICEL initiative improve upon?

18. What strengths, if any, can be further built up so the ICEL initiative is strong and sustainable?

19. What successes or success stories, if any, can you share that highlight the impacts of the ICEL initiative?

20. How, if at all, might the ICEL initiative be expanded?

THANK YOU FOR YOUR TIME

Appendix C. Matrix of Desired Outcomes by Data Collection Tool

Table 11. Matrix of Desired Outcomes by Data Collection Tool – Supportive Relationship Domain

Desired Outcomes: *Early Learning Teachers have been successful in...*	ICEL Early Literacy/Numeracy Teacher Reflectionnaire	ICEL Classroom Teacher Reflectionnaire
1. Establishing positive relationships with <u>classroom teachers</u>	Q13a	Q12a
2. Establishing positive relationships with <u>*at promise* students</u>	Q13b	Q12b
3. Collaborating with Classroom Teachers to <u>co-plan</u> creative ways to support *at promise* students' literacy and numeracy development	Q13c	Q12c
4. Collaborating with Classroom Teachers to <u>co-teach</u> in ways that support *at promise* students' literacy and numeracy development	Q13d	Q12d
5. Effectively <u>problem solve</u> in a collaborative way with Classroom Teachers to support *at promise* students' literacy and numeracy development	Q13e	Q12e

Table 12. Matrix of Desired Outcomes by Data Collection Tool – Supporting Teacher Competencies Domain

Desired Outcomes: *As a result of additional Early Learning Support…*	**ICEL Early Literacy and Numeracy Teacher Reflectionnaire**	**ICEL Classroom Teacher Reflectionnaire**
1. Classroom Teachers have been <u>effective in embedding of school district Priority Practices</u> into the curriculum	Q14a	Q13a
2. Classroom Teachers have been able to <u>implement best practices in teaching</u> literacy or numeracy skills	Q14b	Q13b
3. Classroom Teachers have <u>greater understanding of curricular competencies</u> within the BC redesigned curriculum	Q14c	Q13c
4. Classroom Teachers have <u>increased their planning around curricular competencies</u> within the BC redesigned curriculum	Q14d	Q13d
5. *At promise* students are more likely to be <u>strategically grouped</u> to maximize their learning	Q14e	Q13e
6. Classroom Teachers are assuming a <u>strength-based, growth mindset approach</u> when supporting *at promise* students	Q14f	Q13f
7. Classroom Teachers have <u>increased their utilization of meaningful and appropriate assessment strategies</u>	Q14g	Q13g
8. Classroom Teachers have <u>improved their leadership capacity</u> (e.g., Sharing learning with colleagues, through Pro-D opportunities, and allowing for colleague observations of their teaching)	Q14h	Q13h

Table 13. Matrix of Desired Outcomes by Data Collection Tool – Supporting Needs of 'At Promise' Students Domain

Desired Outcomes: *The Inner City Early Learning Initiative has ensured…*	ICEL Early Literacy/Numeracy Teacher Reflectionnaire	ICEL Classroom Teacher Reflectionnaire
1. *At promise* students are receiving an <u>appropriate amount (i.e., intensity) of instructional time</u> that focuses on early literacy or early numeracy skills	Q15a	Q14a
2. *At promise* students <u>who are most in need</u> are being prioritized for additional Early Learning Support	Q15b	Q14b
3. Classroom teachers are supported to <u>identify the learning gaps</u> of *at promise* students in order to meet their needs	Q15c	Q14c
4. Appropriate <u>resources are available and being used</u> to meet the needs of each *at promise* student	Q15d	Q14d
5. Early Learning Teachers are <u>flexible and careful in their scheduling</u> to meet the needs of *at promise* students.	Q15e	Q14e

Table 14. Matrix of Desired Outcomes by Data Collection Tool – Implementing Priority and Best Practices Domain

Desired Outcomes: *As a result of additional Early Learning Support…*	ICEL Early Literacy/Numeracy Teacher Reflectionnaire	ICEL Classroom Teacher Reflectionnaire
1. *At promise* students have made <u>improvements in their understanding</u> of literacy or numeracy skills	Q16a	Q15a
2. *At promise* students are <u>better able to communicate their understanding</u> of literacy or numeracy skills	Q16b	Q15b
3. *At promise* students are <u>better able to apply their literacy and numeracy skills (e.g., process, analyze, problem solve)</u>	Q16c	Q15c
4. *At promise* students are <u>more engaged in literacy or numeracy activities</u>	Q16d	Q15d
5. *At promise* students are <u>better positioned to reach their full potential</u> in their literacy or numeracy skills	Q16e	Q15e